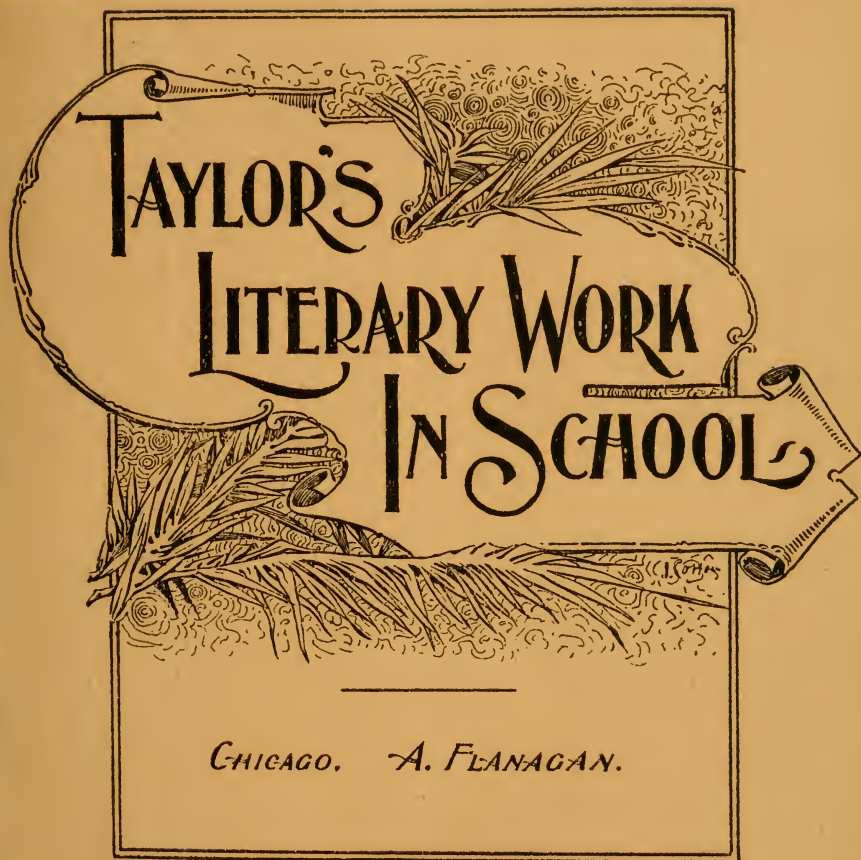


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LITERARY WORK IN THE COMMON SCHOOLS,

—BY—

✓
LYDIA E. TAYLOR.

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“One dollar voted by the people of any School District for the support of Common Schools is worth ten dollars given out of the Treasury of the United States.”

BENJ. HARRISON.



58689 Y'

CHICAGO:
A. FLANAGAN, PUBLISHER.

1893

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BY
A. FLANAGAN.

TO MY FELLOW TEACHERS,

Anxious to advance, determined to succeed, brave leaders of the youth of our land—the bulwark of civilization, the hope of the nation—this little volume is affectionately inscribed.

PREFACE.

The successful teacher of to-day points not to the amount of his text-book knowledge as the basis of his success, but to the breadth of his ideas relating to his work. His conception of education must advance; unless it does no one but himself is to blame, and he will ere long find himself on the lower rounds of the educational ladder, while his wide-awake, energetic, progressive co-laborers will have passed far above him.

The idea is now firmly established that education is not the acquisition of knowledge, but steady, vigorous, mental growth.

The advantages afforded the teachers of our land are all that could be desired.

The plea of poverty will not atone for neglect in improving these opportunities; good books and educational journals—not theoretical essays—written by teachers of broad views and successful experience, are furnished at a very moderate cost, claiming only their attention.

The true teacher must be a student also. Like the successful public speaker, he must be master not only of his subject but of his situation, and for him to neglect to gather rare gems from the experience of others—to refuse to grasp the helping-hands held out to assist him so freely and cheerfully—is *crime* because it is “*low aim*.”

“Our great hope for the future, our great safeguard against danger, is to be found in general and thorough education of our people, and in the virtue which accompanies such education.”

JAS. A. GARFIELD.



INTRODUCTION.

All attempts to impart knowledge to others are futile, without a definite plan by which to do so.

Such a plan is before you—not a matter of fanciful imagination, but a plan which has been thoroughly tested and has stood the test.

There is no reason that literary work should not be successfully carried on in the common schools as well as elsewhere,—the only way to convince the people of a community that it can be done is to go to work and *prove* it.

This plan carefully carried out will be the proof. These are not exercises which necessarily detract from the regular school-room work: there is no occasion for time being taken from the regular lessons, and such will not be the case, if the teacher is systematic in his work.

The language used in the instructions is of the simplest kind, and may be comprehended by any teacher.

The author has aimed at brevity, and yet for the benefit of those who have had the advantage of little or no experience in literary work, some points are given in detail—yet these are so arranged that they may be referred to, only in case it is necessary.

The novelty of the plan will interest the most indifferent, while it will *delight* the wide-awake pupil.

Instead of the teacher being burdened with the arrangement of a program for Friday, and of resorting to all kinds of plans to induce pupils to speak, or as is often done, compelling them to do so, this work is managed by the school, and the teacher may each week listen to a

program, willingly and cheerfully given, by pupils anxious to improve and determined to succeed.

The greatest amount of time required of the teacher will be in superintending the work, in collecting material, and assisting the pupils in making selections,—but after a short time this task will become much lightened, as the pupils will learn to do this work themselves.

They will begin to know their strength and will take pride in performing their work well,—they will become independent and self-reliant in the true sense of the word.

You will soon find yourself surrounded by a class of independent thinkers, and your school-room a real study-room—a place of investigation and research.

Each day will bring with it something new while your own work and that of the pupils will have become a source of constant pleasure. Besides, the knowledge of literary work, rules of order, etc., which the pupils will thus gain, will spare him much embarrassment when in after life he is called upon to take part in deliberative assemblies.

Don't be alarmed in thinking of how much time "all this" will require. True, it will at first require careful work, but "hard work is the cornerstone to success," and after it is fairly started, it will *save* time wonderfully and make both instruction and discipline much easier.

The old custom of school-exhibitions, which require weeks of valuable time in preparing foolish songs, non-sensical recitations, and ridiculous dialogues, is fast passing away, and the teacher who persists in still carry-out such programs will soon find that he must give place to the earnest progressive teacher, who is busy unfolding the problems of the school-room, widening the pupils'

vision by implanting knowledge outside of the text-book, and awakening in them an interest in great authors, a love for good books, and aspirations for noble manhood and womanhood.

LYDIA E. TAYLOR.

Mt. Morris, Ills., Aug. 29, 1893.

"The study of literature nourishes youth, entertains old age, adorns prosperity, solaces adversity, is delightful at home, and unobtrusive abroad."—*Cicero*.

HOW TO BEGIN.

FIRST CREATE AN INTEREST IN LITERARY WORK: This may be done by (1) supplying yourself with suitable books and educational journals; (2) providing interesting reading matter for the school-room; (3) arranging opening exercises for each day, which will be interesting and instructive to every pupil.

When you have examined this work, if you have not the books and journals necessary for carrying out the plan, secure them at once. I speak from experience when I assure you that it will be one of the most paying investments you ever made. You should have journals containing:

- (1) Methods and outlines for teaching.
- (2) Accounts of noted persons and their works.
- (3) Important items of history and current events.

As such I recommend the following: *Educational Foundations*, *The School Journal* and *Our Times*. If you cannot afford the *School Journal*, take instead the *Teachers' Institute* or take for the first year *The School Journal* and *Our Times*, beginning with *Educational Foundations* as soon as possible. These may all be had from the publisher of this book. There are many others which are good, but I recommend the above, because taken together, I have found them to be just what the practical teacher needs; besides, taken in this way they may be had at greatly reduced rates.

Having carefully read your papers, mark the articles of greatest interest and importance to the school-room

and call pupils' attention to them. You should *preserve* all such papers, but do not be *over* careful of them. Take them to the school-room *to be used*,—be particular about *how* and *when* they are used, not the *number of times*.

Have a certain desk for these, and when a pupil has finished the preparation of his lesson, allow him to take his seat at this desk.

TEACHER MUST BE JUDICIOUS.

In this matter, however, the teacher must be judicious, or it may prove a hindrance instead of a help. Let the rule be that not more than two pupils are to be at the desk at the same time. Should you discover that the time is being spent in any other way than study, request one of the pupils to take whatever journal or book he may be reading to his seat, returning it to its proper place when he has finished. Also see to it that no pupil spends too much time here, to the neglect of his regular lessons.

There should by all means be a study-desk of this kind in every school-room, containing not only papers, but a number of books, including a large dictionary.

If there is no library, ask pupils to bring books from home, with the understanding that they are to be carefully used. Also be sure to bring some of your own books here. Let the older pupils have access to your reference books—even your encyclopedia, if you have one.

They can be taught neatness in the use of books as well as in putting up problems, besides care in the use of all books is a part of the instruction of every true teacher. True your books used here will be somewhat worn at best, but the instruction given cannot be reckoned in dollars and cents.

Many a dust-covered volume will find its way from the upper shelf at home to the school-room; the pupils will become studious at home, will ask questions which will puzzle "papa" and "mamma;" parents will become interested, till by and by, you may have little difficulty in persuading them to purchase a library for the school-room; and you will soon find yourself the happy leader of a party of explorers into a new world of which they never dreamed; besides, when the time comes for you to engage another term of school, here or elsewhere, the increase in your salary, as a result of your earnest efforts, will far exceed the cost of your books here used. Much depends upon the opening exercises, and the closing as well.

ON OPENING EXERCISES.

If you have drifted into a mechanical sort of way of opening school, by singing over and over the same old songs, try a new method, adopt a systematic plan, carefully arranged by teachers of wide experience who have succeeded in making the opening exercises so interesting that no pupil will miss them. For the best work I have ever seen on this subject, I heartily recommend Gurney's *Opening Exercises*, (price 75 cents,) a book which I have used very successfully for a number of years. It contains forty or fifty opening exercise programs, noted for their interest, instruction, brevity and systematic arrangement, with full directions for carrying out the plan, besides three hundred-sixty-five quotations and memory gems from noted authors, which alone are worth the price of the book.

Send for it and carry out the plan, and you will realize that "variety is the spice of life" and that a day

well and pleasantly begun is likely to be a successful day: it is an infallible remedy for tardiness.

I have found that the best time for the pupils to study the life and character of some eminent person is on the anniversary of his birth.

In this book is found a *birthday list*, partly taken from "Gurney's Opening Exercises" with many new names added.

Every morning place on the blackboard the name of the person whose birthday falls on the next day, and call the attention of the pupils to it, requesting them to be prepared to report the next morning, anything of interest they may find connected with the life of the individual. This will give opportunity for investigation both in school and at home. Next morning take the report, discuss it briefly, and place the name on the board for the following day. It is usually best to study but one of these characters at a time, as the pupils may become confused. Where two or more fall on the same day, one may be studied and the others simply mentioned. The list is designed to furnish subject matter for opening exercises for several years. In some cases the names of persons who are *not models* are given, but if judiciously used they may serve a good purpose and teach a good lesson. The pupil must learn that not all persons, who set out to be famous, make life a success.

In some cases the entire opening exercises should be devoted to the study of one character, and the gems of thoughts gleaned should be afterward reviewed.

By Mr. Gurney, the characteristic of a life is often made the lesson for the day. "How appropriate Cheerfulness for the anniversary of Alice Cary: Perseverance for S. F. B. Morse; Patriotism for Garfield; Courage for

Lincoln; Temperance for Gough;" etc. Be prepared always to give interesting incidents connected with the lives of the most noted persons, aside from what the pupil may be able to find.

You may sometimes vary this exercise by reading to the pupils in the evening, an interesting biographical sketch of the person for the next day, requesting them to take notes as you read, and from these notes write out in their own words the substance of what you have read, to be read and compared on the following morning. This is an excellent drill in essay-writing, and teaches accuracy in reporting a thing as it is given.

Read carefully, but do not re-read or pause for them to write,—let each one gather what he can.

For part of your closing exercises, each evening just before dismissing ask some curious or important question, to be answered the following day just after calling the school to order in the afternoon. A large number of books are to be had with such questions—"Curious Cobwebs" is a good one. (Price 20 cents.) Send for a copy. It will electrify the whole school. Have a certain time in the day to call for items of news. In the country, where weekly papers are taken, it is sometimes better to have this exercise regularly every Monday morning, but if you subscribe for "Our Times," the current events may be read in the school-room.

Every Friday afternoon spend the last hour and a half in speaking, (by pupils) answering queries from a "Question-Box," and in reviewing the points of interest and importance in the opening and closing exercises of the past week.

Having pursued the above course for three or four weeks, or at least until you have the school thoroughly

organized and fairly started, proceed to divide it into two parts for further literary work. Make the division, regardless of the size, whether the number of your pupils be twenty or sixty; but in doing so you must exercise caution and discretion, for, unless the division is properly made your literary work will be a failure. If you manage this part yourself, without suggestions from the pupils, you will find it far more satisfactory in the end.

Some evening when alone in the school-room, take the register and divide your school, observing the following directions:

(1) According to age and intellectual ability, divide the school, as nearly as possible, into two equal classes.

(2) In cases where you have two pupils from the same family, place one in each class.

Always divide members of the same family; follow this plan, keeping in view the idea of ability as well as age. In this way a healthy rivalry will be created, which is highly necessary, while by having each family about equally represented in both classes, they will have an equal interest in both, and prejudice and jealousy will be avoided. Apply the same rule to other relatives as to members of the same family.

(3) For seat-mates, "chums," etc., use the same method of placing one in one class and one in the other.

(4) If you find two pupils who manifest any ill-will toward each other, place them in the same class; this will interest them in the same work, and may bring about a change in their feelings, which nothing else would. This I have found to hold good in more than one instance.

Having carefully made your classification, (which should be done with a determination to make *no changes*) before presenting it to your pupils, give them your plans

in brief, after which read the names in each class. To this you will rarely hear any objections, if the above plan has been followed, and especially if you have by this time secured the implicit confidence of your pupils in your judgment and method of doing things.

The next in order is to give each society a name. The most satisfactory way is to select names and assign them yourself. This plan was followed in a school where much prejudice and ill-will existed, and in a short time every member was perfectly reconciled to the name, the objections at first being so few as to cause no discussion. As to what the name shall be may be left to the teacher's own judgment. It is best to name for some noted author, but be careful that the name chosen is not the same as that of some family in the neighborhood. It should not be too long, for two reasons: (1) It will be difficult for the younger pupils to pronounce. (2) It will likely be shortened by "nick-naming," especially if the children are given to this habit, as is often the case. For instance the Longfellows and Whittiers would almost invariably terminate in the Longs and the Whits. In one instance I found the Burkes and Bryants very satisfactory terms.

NEXT PROCEED TO ORGANIZE.

Having previously made two copies of the Constitution (see p.) place one of the two names selected in each. After having read the Constitution, which should be neatly written in a good book, it may be adopted by a rising vote of the members of each society, a two-thirds majority being necessary to its adoption. If the constitutions are alike, they may be adopted by both societies, at one reading; if in any part they differ, re-read only the parts that differ,—the two constitutions may be *exactly* alike with the exception of the names, but at any rate they should be adopted by each society separately. Having adopted the constitution, let all the members of the society sign it, when the next in order will be to elect officers.

To save time the first corps of officers may be simply appointed by the teacher, who may have previously decided upon the persons for each office, and so be prepared to appoint readily. After the societies are in running order the election will be according to constitution (see Art. 3, Sec. 3.)

After having made the classification, a time should be set apart for the organization of both societies at once. Let the constitutions be signed by the members of each society respectively (see p.). When both societies are ready for work, you may decide which shall have the first meeting in either of the two following ways.

(1) Having instructed the pupils at the beginning of the school term to prepare work for the proposed new societies, you may now call for a report from each

society, and the one having the greatest number of prepared productions shall have the first meeting.

(2) If you have not previously arranged for this, date two slips of paper, one for the first, and the other for the second Friday after the organization. Place these slips inverted upon the table and call upon one of the presidents to come forward and choose one of them, and the other president to take the remaining one, which will decide who is to have the first meeting.

Let the organization be at least one week before the first meeting, that time may be had for the necessary arrangement and preparation. The first program may be quite short, but so much for a beginning. For the first few meetings let the matter of the greatest importance be the establishment of due formality in the proceedings rather than the preparation of the program.

When the Friday afternoon appointed for the first meeting arrives, let all recitations for the last period have been set aside. The teacher, after calling to order and making a few introductory remarks, now takes his seat with the school as listener, while the officers, each of whom having been previously instructed by the teacher regarding his special part of the work, come forward and take seats provided for them, especially the President, Secretary and Censor.

The President and Secretary should be seated at the same table. Let the President have before him the "Order of Business" (see Cons. p.) and carefully follow it.

The teacher should now act as critic, and with pencil and paper, note comments and criticisms, at first very mild, on the exercises in general, such as the behavior of the pupils, the work of the officers and the performance of the speakers.

These should be given very briefly and in the **"Order of Business"* will come under the head of *"Criticisms and Exercises."*

They should be given in such a way as to afford instruction to all and discouragement to none. Avoid being too personal, but at the same time point out all mistakes. The success of this part of the work will depend largely on the skill of the teacher.

Also pay strict attention to the *"Rules of Order"* and be careful to have all mistakes of this kind corrected immediately after they are made. If you are not familiar with the rules of order, send for a copy of *"Roberts' Rules of Order"* (price 75c) and thoroughly acquaint yourself with its contents. You will find it time and money well spent, for you cannot afford as a teacher to be ignorant in such matters. At first it may be necessary to make all corrections yourself, but after the pupils have become familiar with the work, have *them* correct the mistakes along this line. In doing so *they* may sometimes make mistakes, and get out of order, too, but kindly assist them, avoiding, if possible, any embarrassment on their part. Teach the pupils to make corrections with due formality, and in making corrections yourself see that you set them the proper example.

Teach each pupil that on rising to speak he must first address the president as *"Mr. (or Miss) President"* as the case may be, and that not until *he* is addressed by the President has he a right to go forward to speak. If a pupil does so, call him to order.

In each case before the President-elect enters upon

*The *"minutes"* read at this first meeting will consist in an account of the organization, giving the date, names of officers appointed, etc.—in short what was done.

In this the teacher must see that the programs do not grow too long. Limit the time for the literary part of the exercises.

So arrange that each member's name appears on the program every other meeting; this will place each pupil in school on duty once every four weeks. The performance of officers should depend upon the size of the school. The president, especially, should not be expected to perform while in office.

The teacher should be prepared to give occasionally a song or select reading for each society. In your general reading, mark the very short interesting stories for this purpose.

Should you find time, once or twice each term, write an original story; read part one Friday and conclude it in the other society the next Friday. This will stimulate the pupil's imagination and help to prepare him for the same work. Let all your work and that of the pupils, as far as possible, be of an elevating character.

THE TEACHER'S WORK IS EASY.

It has been my experience, without a single exception, that after the work is fairly started the teacher will have little to do.

Don't be uneasy about the interest being kept up—it will grow; not only will it be manifest among the pupils, but the parents will become interested as well.

This interest you may increase by telling the children to invite their parents in to hear the program some Friday afternoon. Mary Smith's "mamma" comes, after which such a conversation as the following will take place in the home. (Mary)—"Mamma, how do you like our

society?" (Mamma)—"O, very well, and I think you spoke nicely." (Johnnie)—"Yes, mamma, but you must go next Friday and hear *me* speak.

This will call for another visit from "mamma," and later on papa will also come.

The interest will now be intensified by setting a day (in the evening is best) for a joint meeting of the two societies,—not an exhibition, remember—but a fair sample of the work done by the pupils every Friday.

EXTEND A GENERAL INVITATION

to all the patrons of the school. This will bring out the most of them, many of whom will be reminded of the time when they attended the old district school debating societies, spelling schools, etc. They will be surprised to see some of their half-grown boys and girls holding office and observing the rules of order much more intelligently than "grown folks" did in those days.

Hold a number of these joint-meetings during the year. You will have no trouble about securing an attendance or keeping order, as the children will make it so interesting that every one will listen.

Whenever it is possible, hold these meetings on the anniversary of the birth of a noted author, and make the special feature of the program the consideration of his life and some of his works. Concerning this, full directions are given later on. If you have a summer term, as is customary in some states, celebrate the birthday of Oliver Wendell Holmes, August 29.

EXERCISES FOR HOLMES' BIRTHDAY.

This you will find exceedingly interesting, as Holmes is the oldest American poet of note now living—poet, professor and physician.

For an excellent plan of observing this day, I refer you to *Authors' Birthdays*, by Stanley. This book consists of very interesting biographical sketches of ten American Authors with programs and complete plans for commemorating the birthday of each.

When this work was copyrighted (1888,) four of the ten authors were yet living; since then two of the four have died—Lowell and Whittier—only Holmes remains of the *old school* of American poets.

This dear old poet, whose mind is still active, lives (1893) at his home in Boston.

His 84th birthday is fast approaching. How I should like to have gathered about me again a band of bright happy children and according to plan in *Authors' Birthdays*, celebrate this birthday which may be his last, as he has almost reached the limit of his contemporaries, —Whittier, the oldest, being almost 85 when he died.

Are you teaching on his birthday, or even in September, while he lives, do not miss the opportunity of celebrating it with the children. Send for a copy of *Authors' Birthdays*, stencils, poems, etc. and in the meantime write to Mr. Holmes for his autograph for the occasion.

Then arrange and carry out as fully as possible the program, showing the children the autograph, "written only a few days ago by the dear old poet himself."

This will be a pleasure to yourself, will create an interest in the poet and his works, and make an

impression upon the minds of the children which time can not efface.

The following is a list of the American authors' in the order of their date of birth:

Oliver Wendell Holmes, August 29; Helen Hunt Jackson, October 18; Will M. Carleton, October 21; Wm. Cullen Bryant, November 3; John Greenleaf Whittier, December 17; Paul Hamilton Hayne, January 1; Edgar Allan Poe, January 19; James Russell Lowell, February 22; (Account of death—*Christian Herald* Vol. 14, No. 33. 5c. New York.) Henry W. Longfellow, February 27; Alice Cary, April 26; Ralph Waldo Emerson, May 25.

All the above are given in "Authors' Birthdays" except Helen Hunt Jackson, a plan and program for whom is found in this work, page 38. The biography and plan for J. G. Whittier is also given, which is taken from *Authors' Birthdays*—almost the same, with the exception of the account of his death.

By the time you have carried out these the interest will run high, and you will continue the good work.

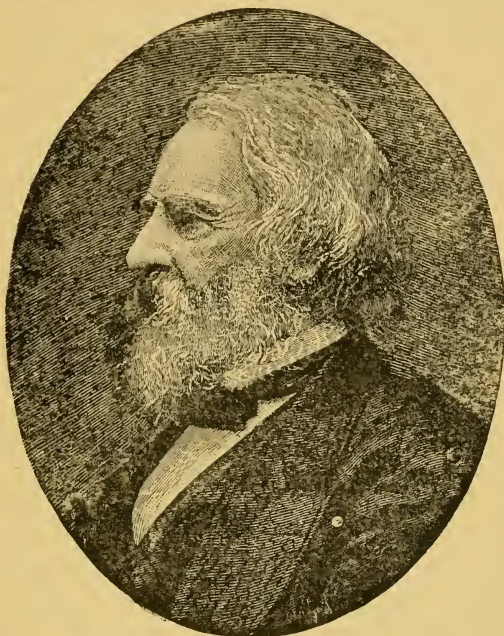
THE CHILDREN'S POET.

Especially do not neglect the "Children's Poet," February 27.

One of the most enjoyable occasions in my experience as a teacher was February 27, 1891, when parents, children and friends assembled in a Kansas school-house to do honor to the memory of the "Children's Poet."

The evening was bitter cold, but we had a full house and excellent order.

PROGRAM FOR LONGFELLOW'S DAY.

*Henry W. Longfellow*

The drawings were carefully placed on the board; instead of a stencil, in drawing *Longfellow's Home*, I enlarged on the board a very small picture of same, found at the head of the note paper taken from a box of Longfellow stationery. This required three hours work on Saturday, but I was amply repaid for my labor, and when school closed and I came away several months afterward, "Longfellow's Home" still occupied its corner on the blackboard.

Below is given the program in full so successfully used on this occasion.

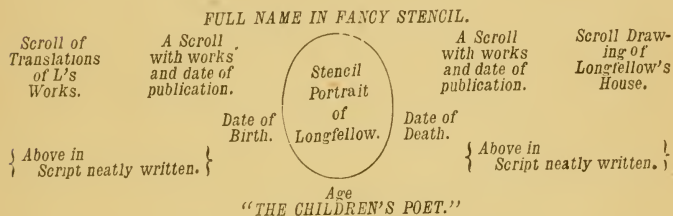
McGOWAN SCHOOL, February 27, 1891.

PROGRAM.

1. Song—"Our Greeting." - - - *Octette.*
2. Chain of Quotations—(committed and given by pupils)
3. Reading—"Longfellow's Literary Life." *Lydia Taylor.*
4. Song—"Gaining in Knowledge." - - - *School.*
5. Recitation—Longfellow's First Poem—
"Mr. Finney's Turnip." - - - *Bertie Delong.*
6. Recitation—"The Nameless Grave." *Grace Jones.*
7. "The Reaper and the Flowers." *Nannie Kallman.*
8. Recitation—"The Open Window." *Agnes Hunter.*
9. Recitation—"An Afternoon in February." *Nellie Jones.*
10. Recitation—"My Lost Youth." - *Ida Kallman.*
11. Song—"The Rainy Day." - - - *Mabel Harrison.*
12. Recitation—"It is not Always May." *Jennie Sanford.*
13. Recitation—"Paul Revere's Ride." - *Lola Jones.*
14. Recitation—"The Village Blacksmith." *Elfie Turnipseed.*
15. Recitation—"The Quadroon Girl." *Anna Delong.*
16. Song—"Excelsior." - - - *Trio.*
17. Recitation—"The Children's Hour." *Ruth Hunter.*
18. Recitation—"Killed at the Ford." - *Cora Jones.*
19. Song—"The Bridge." - - - *Duet.*
20. Recitation—"The Old Clock on the Stair." *Grace Jones.*

*"See "Songs of School-Life" p. 21.

21. Recitation---"From My Arm-chair." *Maggie McGowan.*
22. Recitation---"A Psalm of Life." - *Lydia Taylor.*
23. Recitation---Longfellow's Last Poem---
 "The Bells of San Blas." - - *Rosa Delong.*
24. Closing Song---"**D**ear Friends, Come Again." -
- The black-board drawings were arranged as follows:



On another occasion Will Carleton's Day was remembered in the same way, and a similar program carried out with much interest.

You may commemorate the birthdays of such men as Washington, Lincoln, Sheridan, etc., using in place of "authors' works above," the interesting incidents connected with their lives, poems on war scenes, war songs, national songs, etc., suitable to the occasion.

Harriet Beecher Stowe's day may be very profitably remembered by an interesting biographical sketch, a "review" of "Uncle Tom's Cabin," an essay on the negro race, negro songs, plantation melodies, etc.

HELEN HUNT JACKSON—"H. H."
EVENTS IN THE LIFE OF HELEN HUNT JACKSON.
Chronologically Arranged.

Born at Amherst, Mass.....	Oct. 18, 1831.
Left an orphan.....	1843.
Graduated from Ipswich, Mass.....	1848.
Married Maj. Edward B. Hunt.....	1852.
Death of Maj. Hunt.....	1863.
Death of her son.....	1865.
Her first poem, "Lifted Over," published.....	1866.
"Verses" published.....	1871.
"Bits of Travel".....	1872.
"Bits of Talk about Home Matters".....	1873.
"The Story of Boon".....	1874.
Married William S. Jackson.....	1875.
"Bits of Talk in Verse and Prose," published.....	1876.
"Mercy Philbrick's Choice," published.....	1876.
"Nellie's Silver Mine"—Story of Colorado Life, pub.	1876.
"Hetty's Strange History," published.....	1877.
"Bits of Travel at Home," published.....	1878.
"Letters from a Cat," published.....	1878.
"Mammy Tittleback and Her Family," published..	1881.
"A Century of Dishonor," published.....	1881.
"The Training of Children," published.....	1882.
"Condition and Needs of the Mission Indians of California," published.....	1883.
"The Hunter Cats of Connorloa," published.....	1884.
"Ramona," published.....	1884.
"Zeph: A Posthumous Story," published.....	1885.
"Glimpses of Three Coasts," published.....	1886.
"Sonnets and Lyrics," published.....	1886.
"Between Whiles," published.....	1887.
"The Procession of Flowers in Colorado," pub.....	1887.
Died August 12,.....	1885.

PROGRAM.

1. *Song. - - - - -
2. Chain, Biographical of Helen Hunt (by pupils).
3. Song. - - - - -
4. Reading—Helen Hunt's Early Life. -
5. Recitation—"Lifted Over." - - -
6. Recitation—"My Legacy" - - -
7. Reading—Helen Hunt's Literary Career. -
8. Song. - - - - -
9. Recitation—"Absence." - - -
10. Recitation—"A Wild Rose of September."
11. Recitation—"Not as I Will." - -
12. Song. - - - - -
13. Reading—Helen Hunt's Work among the Indians.
14. Recitation—"That Things are no Worse, Sire."
15. Recitation—"Only a Bit of Lace." -
16. Recitation—"The Blind Spinner." - -
17. Helen Hunt Jackson's Death. - - -
18. Recitation—"Last Words." - - -
19. Recitation—"Best." - - - -
20. Song. - - - - -

With stencil draw in the centre of the blackboard a portrait of "H. H." On each side of this draw a scroll which is quickly done with a stencil. On one scroll write the names of her birthplace, three homes, and burial place; on the other the names of her works and the dates of publication, something like the following:

*Use appropriate songs as much as possible.

†HELEN HUNT JACKSON.

*Aged 53 yrs., 9 mos., 24 days.

*BIRTHPLACE:

Amherst, Mass.

HOME:

West Point,
New Point,
Colorado Springs.

BURIALPLACE:

Summit Cheyenne
Mt., Colo.*(Place here
names and
dates of her
works, arranged
chronologically.)*Born
Oct. 18, 1831.*Died
Aug. 12, 1885.

†"THE INDIANS' FRIEND."

†Fancy Stencil Letters.

*Script Neatly Written.

If the above is begun in time, by employing your odd moments and taking some time mornings and evenings for a few days before, you may easily get all nicely done, and will scarcely miss the time.

When the time arrives for beginning the exercises of the evening, the teacher may call the house to order and make a few appropriate and well chosen remarks, after which let the president of one society and the secretaries of both, take their respective places. The secretary belonging to the same society as the president may read the program as it is carried out, and the other secretary write out a record of the proceedings during the evening, which may then be recorded on the record-book of each society, and read and adopted in connection with the regular minutes at the next regular meetings of the Societies.

If this is your first joint meeting, let the president of

the society which had the first meeting preside; at the next joint meeting have the president and secretary of the other in charge, and the secretary of the first to do the writing.

If the age and experience of the pupils in office will not admit of their taking charge of the meeting, the teacher may do so himself; however, instruct them if necessary, and use the former plan if possible, as it will afford to patrons a better advantage of judging concerning the character of the work done, besides afford excellent drill for the pupils in appearing before an audience.

Immediately after the officers take their places, let the President call upon the Censor of each society (his own first) to call the roll as usual, and try in every way possible so to conduct the exercises that visitors present may get an idea of the nature of the work as it is done regularly each Friday.

PROGRAM.

1. Song. - - - - -
- 2 *Chain Biography of "H. H." by pupils.

First Pupil. Helen Hunt Jackson was born in the town of Amherst, Mass., Oct. 10, 1831.

Second Pupil. Her father was Nathan W. Fiske, professor in Amherst College.

Third Pupil. She was left an orphan at the age of twelve years and went to live with her grandparents.

*This chain Biography may be carefully written, each pupil's part on a separate slip of paper, numbered 1, 2, 3, 4, etc., respectively, and given to pupils of suitable age, two or three weeks before, and by giving them with the opening exercises each morning they will soon be committed to memory. When Chain Biography is called for by the secretary, let the pupils rise in order wherever they may be seated. This is very interesting.

Fourth Pupil. She was graduated from two schools, the Female Seminary at Ipswich, Mass., and Messrs. Abbott's School, of New York City.

Fifth Pupil. At twenty-one she married Capt. Edward B. Hunt and lived at West Point and Newport.

Sixth Pupil. Her first husband, Major Hunt, was killed while experimenting with a submarine gun, and two years later she lost her two-year-old boy.

Seventh Pupil. For months she shut herself up in her room and refused to see her nearest friends, but after a long struggle she was the same cheerful woman as before.

Eighth Pupil. Her first poem was published in 1866 in a paper called the *Nation*.

Ninth Pupil. She spent a year in Germany and Italy, from which she wrote some charming books of travel.

Tenth Pupil. In 1870 her book of "Verses" was published.

Eleventh Pupil. Emerson thought her poetry above that of all other American women and most American men.

Twelfth Pupil. Eleven years after Maj. Hunt's death she married Wm. S. Jackson, and after that her home was at Colorado Springs. Colo.

Thirteenth Pupil. She was passionately fond of flowers, and her house was always filled with them.

Fourteenth Pupil. For a long time she had wished to help the Indians, and resolved to write a book setting forth their wrongs.

Fifteenth Pupil. So she left her home and spent three months in the Astor Library, where she wrote "A Century of Dishonor."

Sixteenth Pupil. In 1833 she began to write Romona, the story of an Indian girl.

Seventeenth Pupil. She hoped to do for the Indian what Harriet Beecher Stowe did for the Negro.

Eighteenth Pupil. She died in San Francisco, August 12, 1885.

Nineteenth Pupil. She was buried on the top of Cheyenne Mountain, in a spot selected by herself.

Twentieth Pupil. And on her grave her friends laid clover blossoms the flowers she loved best.

3. Song. - - - - -

4. Reading---Helen Hunt's Early Life. - -

America's female poets have given to the world some of the sweetest songs in the English tongue, but it is doubtful whether any among them have cheered as many hearts, or called forth the same feelings of kinship as Helen Hunt Jackson.

It is said by one that no other writer has ever touched so closely upon kindred themes; has ever so nearly reached the heart and the sensibilities.

True we have the Cary sisters with their pitying and loving hearts, which were so large that they enfolded all breathing and unbreathing things, and May Riley Smith who clothes every-day events with a pathetic grace.

Yet while they succeed in voicing the half-acknowledged tenderness within us, which we may feel but cannot speak, Helen Hunt has "laid bare the whole recesses of the heart."

Hers was a wonderful insight into human nature. Such intuition must have been heaven-born. Her songs are songs of faith made "perfect through suffering." So strong was her faith that that of others must seem weak

in comparison, and if any for a moment was led to doubt the existence of a God, that doubt must take flight in a half-hour with Helen Hunt.

This trust and love which predominated in her, and which pervaded all she wrote, or thought, or did, was the underlying cause of her mastery over human hearts. She had suffered, and by her suffering was made strong.

Helen Hunt Jackson was born at Amherst, Mass., Oct. 18, 1831. Her father was the well-known Nathan W. Fiske, professor of languages and mathematics in Amherst College, and from him she inherited her vigorous brain. She was left an orphan at the age of twelve and went to live with her grandparents.

She was graduated from the Female Seminary of Ipswich Mass., and from the school of the Messrs. Abbott, of New York city. At twenty-one she married Capt. Edward B. Hunt and lived at West Point and Newport. Here much of her time was spent in fashionable society, where she was a general favorite, but her bright prospects were suddenly clouded.

Major Hunt was killed in 1863, while experimenting with a sub-marine gun of his own invention.

Two children (boys) were born to Major and Mrs. Hunt, one living less than a year, the other dying two years after the father's death had occurred.

For months she shut herself up in her room and refused to see her nearest friends. It was during this season of grief, the crucible to her, as yet, untried soul, that faith gained the mastery, and at the end of bitter mental conflict, her strong nature had conquered her grief, and she came forth the same cheerful woman as before, purified by her trial, and ready to give to the

world the benefit of her experience for which she had paid so dearly.

5. Recitation—*“Lifted Over.” - -
6. Recitation—“My Legacy.” - - -

They told me I was heir, I turned in haste
 And ran to seek my treasure,
 And wondered, as I ran, how it was placed;
 If I should find a measure
 Of gold, or if the titles of fair lands
 And houses would be laid within my hands.

I journeyed many roads; I knocked at gates;
 I spoke to each wayfarer
 I met, and said, “A heritage awaits
 Me, art not thou the bearer
 Of news? Some message sent to me whereby
 I learn which way my new possessions lie?”

Some asked me in; naught lay beyond their door;
 Some smiled and would not tarry,
 But said that men were just behind who bore
 More gold than I could carry;
 And so the morn, the noon, the day were spent,
 While empty-handed up and down I went.

At last one cried, whose face I could not see,
 As through the mist he hasted:
 “Poor child, what evil ones have hindered thee,
 Till this whole day is wasted?
 Hath no one told thee that thou art joint-heir
 With one named Christ, who waits the goods to share?”

*[Please copy from Helen Hunt's "Verses."]

The one named Christ I sought for many days,
In many places vainly;
I heard men name his name in many ways,
I saw his temples plainly.
But they who named him most gave me no sign
To find him by, or prove the heirship mine.

And when at last I stood before his face,
I knew him by no token
Save subtle air of joy which filled the place;
Our greeting was not spoken;
In solemn silence I received my share
Kneeling before my brother and "joint-heir."

My share! No deed of house or spreading lands,
As I had dreamed; no measure
Heaped up with gold; my elder brother's hands
Had never held such treasure.
Foxes have holes, and birds in nests are fed—
My brother had not where to lay his head.

My share! The right like him to know all pain
Which hearts are made for knowing;
The right to find in loss the surest gain;
To reap my joy from saving
In bitter tears; the right with him to keep
A watch by day and night with all who weep.

My share! To-day men call it grief and death;
I see the joy and life to-morrow;
I thank my Father with my every breath
For this sweet legacy of sorrow,
And through my tears I call to each, "Joint-heir
With Christ, make haste to ask him for thy share,"

7. Reading---Helen Hunt's Literary Career. -

Mrs. Hunt's Literary career began in 1866 when her first poem was printed in the *Nation*. It was entitled, "Lifted Over," and was widely copied, many bereaved parents being comforted by it.

She had written but little previous to this time, but now her pen became her solace, and from then until her death she was constantly engaged at her work. A year was spent in Germany and Italy and resulted in some charming books of travel. In 1871 her book of "Verses" was published.

Shortly after the publication of this work Ralph Waldo Emerson walked into the office of the publishers and inquired for the poems of "H. H." While he was looking at it, the attendant ventured to remark that "H. H." was called our greatest woman poet. "The 'woman' might well be omitted," was the reply of the Concord philosopher.

He was then engaged in compiling his poetical anthology (*Parnassus*), in the preface to which he says: "The poems of a lady who contents herself with the initials 'H. H.' in her book published in Boston (1874), have a rare merit of thought and expression, and will reward the reader for the careful attention they require."

Eleven years after Major Hunt's death she was married to Wm. S. Jackson, a banker of Colorado Springs, and after that her home was there. The years passed in Colorado were happy ones. She was passionately fond of flowers and her house was always filled with different varieties.

She was accustomed to leave her beautiful home, and to spend hours at a time in solitude and meditation, in the mountains near by.

Many beautiful poems and two novels were written here, "Mercy Philbrook's Choice" and "Hettie's Strange History," but her greatest work was yet to be done.

8. Song. - - - - -

9. Recitation—"Absence" - - - - -

"The shortest absence brings to every thought

Of those we love a solemn tenderness.

It is akin to death. Now we confess

Seeing the loneliness their loss has brought,

That they were dearer far than we had taught

Ourselves to think. We see that nothing less

Than hope of their return could cheer or bless

Our weary days. We wonder how, for aught

Or all of fault in them, we could heed

Or anger, with their loving presence near,

Or wound them by the smallest word or deed.

Dear absent love of mine: It did not need

Thy absence to tell me thou wert dear,

And yet the absence maketh it more clear."

10. Recitation—"A Wild Rose of September." -

O wild red rose, what wind has stayed

Till now thy summer of delights?

Where hid the south wind when he laid

His heart on thine, these autumn nights?

O wild red rose! Two faces glow

At sight of thee, and two hearts share

All thou and thy south wind can know

Of sunshine in this autumn air.

O sweet wild rose! O strong south wind!

The sunny roadside asks no reasons

Why we such secret summer find,

Forgetting calendars and seasons.

Alas! red rose, thy petals wilt;
 Our loving hands tend them in vain;
 Our thoughtless touch seems like a guilt;
 Ah! could we make thee live again
 Yet joy, wild rose! Be glad, south wind!
 Immortal wind! Immortal rose!
 Ye shall live on, in two hearts shrined,
 With secrets which no words disclose."

11. Recitation—"Not as I Will." - - -

Blindfolded and alone I stand,
 With unknown thresholds on each hand;
 The darkness deepens as I grope,
 Afraid to fear, afraid to hope;
 Yet this one thing I learn to know
 Each day more surely as I go,
 That doors are opened, ways are made,
 Burdens are lifted or are laid
 By some great law unseen and still
 Unfathomed purpose to fulfill,
 "Not as I will."

Blindfolded and alone I wait;
 Loss seems too bitter, gain too late;
 Too heavy burdens in the load,
 And too few helpers on the road;
 And joy is weak and grief is strong,
 And years and days so long, so long!
 Yet this one thing I learn to know
 Each day more surely as I go,
 That I am glad the good and ill
 By changeless law are ordered still,
 "Not as I will."

"Not as I will!" The sound grows sweet
 Each time my lips the words repeat
 "Not as I will," the darkness feels
 More safe than light, when this thought steals
 Like whispered voice to calm and bliss
 All unrest and all loneliness,
 "Not as I will," because the One
 Who loved us first and best has gone
 Before us on the road, and still
 For us must all his love fulfill,
 "Not as I will"

12. Song. - - - - -
 13. Reading—Helen Hunt's Work Among the Indians.

For a long time she had wished to help the Indians, and she resolved to write a book setting forth their wrongs. So she left her home in Colorado Springs and spent three months in the Astor Library, of New York, where she wrote "A Century of Dishonor." She spent in all a year writing and collecting material for this book, and when it was finished she sent a copy to every member of Congress, at her own expense. As a result of her faithful study she was appointed special commissioner to investigate the condition of the Mission Indians in California.

Several able articles on the subject were published in the *Century*, and her report is wonderfully clear and accurate.

With Abbot Kinney she wrote "Condition and Needs of the Mission Indians of California," which was published at Washington by the United States government, 1883.

In 1883 she began to write "Romona" into which, as

she said, she put her "heart and soul." The book was at once reprinted in England, and became very popular.

She hoped to do for the Indian what Harriet Beecher Stowe did for the negro, and had she reached the age of Mrs. Stowe, her fondest hopes would doubtless have been realized.

14. Recitation—"That Things are no Worse, Sire."

From the time of our old Revolution,
When we threw off the yoke of the king,
Has descended this phrase to remember,
To remember, to say, and to sing;
'Tis a phrase that is full of a lesson,
It can comfort and warm like a fire,
It can cheer us when days are the darkest:
"That things are no worse, O, my sire!"

'Twas King George's prime minister said it,
To the King who had questioned in heat,
What he meant by appointing Thanksgiving
In such times of ill luck and defeat;
"What's the cause for your Day of Thanksgiving,
Tell me, pray," cried the king in his ire;
Said the minister, "This is the reason:
That things are no worse, O, my Sire!"

There has nothing come down in the story,
Of the answer returned by the king;
But I think on his throne he sat silent,
And confessed it a sensible thing.
For there's never a burden so heavy
That it might not be heavier still;
There is never so bitter a sorrow,
That the cup would not fuller fill.

And whatever of care or of sadness
Our life and our duties may bring,
There is always the cause for thanksgiving,
Which the minister told to the king.
'Tis a lesson to sing and remember;
It can comfort and warm like a fire,
Can cheer us when days are the darkest:
"That things are no worse, O, my Sire."

15. Recitation—"Only a Bit of Lace." - -

Only a bit of lace,
Only a few ells long.
The whirr of a wing in a second's grace
Could blow it away without a trace,
So light was the fairy bit of lace;
Hardly the thing for a song!
Hardly the thing for a song! But wait;
There is a story to relate.

Summer in Calvados;
A woman all bent and old,
So blind that she totters as she goes;
Her hair is white as the driven snows;
Faint with hunger, the whole village knows,
But lace like hers brings gold,
It is so fine, brings gold. Oh! wait.
She is weaving early, she is weaving late.

Calvados' leaves are shed;
The summer is over and gone;
Calvados' winters are cold, 'tis said,
There's a house where eyes with tears are red;
The blind old mother is lying dead,
But the bit of lace is done.

"See! the lace is done, sir priest. Oh! wait,
The pay is sure though sometimes late."

Summer across the seas,
Summer on land, in sky,
Summer in a heartless heart at ease,
With swift, white hands to snatch and seize
Gifts from a lover, who kneels to please
Each mood as it flits by.
What mood is this flits by? "Oh! wait,
My sweet. 'Tis bought. The man comes late."

* * * . * *

Only a bit of lace,
Only a few ells long,
But the whole of life, and a life's last grave,
Gone in a moment without a trace,
Were in the threads of that bit of lace.
Oh! the death and doom in the song.
Oh! the death and doom in the song. But wait;
The mills of the gods grind slow, grind late!

16. Recitation—"The Blind Spinner." - -

Like a blind spinner in the sun
I tread my days;
I know that all the threads will run
Appointed ways;
I know each day will bring its task,
And being blind no more I ask.
I do not know the use or name
Of that I spin;
I only know that some one came,
And laid within
My hand the thread, and said, "Since you
Are blind, but one thing you can do."

Sometimes the threads so rough and fast
And tangled fly,
I know wild storms are sweeping past,
And fear that I
Shall fall; but dare not try to find
A safer place, since I am blind.

I know not why, but I am sure
That tint and place
In some great fabric to endure
Past time and race
My threads will brave; so from the first,
Though blind, I never felt accursed.

I think perhaps, this trust has sprung
From one short word
Said over me when I was young,—
So young, I heard
It, knowing not that God's name signed
My brow, and sealed me his, though blind.

But whether this be seal or sign
Within, without,
It matters not. The bond divine
I never doubt.
I know he set me here, and still,
And glad, and blind, I wait His will.

But listen, listen, day by day,
To hear their tread
Who bear the finished web away,
And cut the thread,
And bring God's message in the sun,—
"Thou poor blind spinner, work is done."

17. Reading—Helen Hunt's Death.

While actively engaged in her work in California, she was taken with malarial fever, and carried to San Francisco, where she died August 12, 1885. She knew that death was coming, but she did not fear it.

Her only regret was that she had not accomplished more. Four days before her death she wrote the following letter to President Cleveland.

TO GROVER CLEVELAND,

President of the United States.

DEAR SIR: From my death-bed I send you a message of heart-felt thanks for what you have done for the Indians. I ask you to read my "Century of Dishonor." I am dying happier for the belief I have that it is your hand that is destined to strike the first steady blow toward lifting this burden of infamy from our country, and righting the wrongs of the Indian race.

With respect and gratitude,

HELEN JACKSON.

While the "red-man" lost a sympathetic friend, who earnestly pleaded for his rights, we also believe that a writer of "high and real gifts as a novelist," was lost to the world by the untimely death of Mrs. Jackson.

She was buried on the summit of Cheyenne Mountain, in a spot selected by herself, from which her home in the city below may be seen, and on her grave her friends laid clover blossoms, the flowers she loved best. She requested that no monument be erected to her memory, but that each friend who visited her grave should place there a stone, and as we view to-day this chosen resting place we see a monument of more value than marble or granite; her grave is now one vast heap of stones of various sizes, for it has been the Mecca of

hundreds of tourists, until the path leading to it is well worn from the foot-steps of those who have gone to pay their tribute to her who was poet, sister and friend to the whole world.

Should you ever go to Colorado Springs, do not lose the opportunity of visiting this spot, made sacred by her whose songs have cheered so many sad hearts, and who sacrificed so much for the cause of the despised "red-man."

18. Recitation—"Last Words." - - -

"Dear hearts, whose love has been so sweet to know,
That I am looking backward as I go,
Am lingering while I haste, and in this rain
Of tears of joy, am mingling tears of pain ;
Do not adorn with costly shrub, or tree,
Or flowers, the little grave that shelters me.
Let the wild wind-sown seeds grow up unharmed,
And back and forth all summer, unalarmed,
Let all the tiny, busy creatures creep;
Let the sweet grass its last year's tangle keep,
And when remembering me, you come some day
And stand there, speak no praise, but only say,
"How she loved us! 'Twas that which made her dear."
Those are the words that I shall joy to hear.

19. Recitation—"Best." - - -

Mother, I see you, with your nursery light,
Leading your babies all in white,
To their sweet rest;
Christ, the good Shepherd, carries mine to-night,
And that is best.

I can not help tears, when I see them twine
Their fingers in yours, and their bright curls shine
On your warm breast;

But the Savior's is purer than yours or mine,
He can love best.

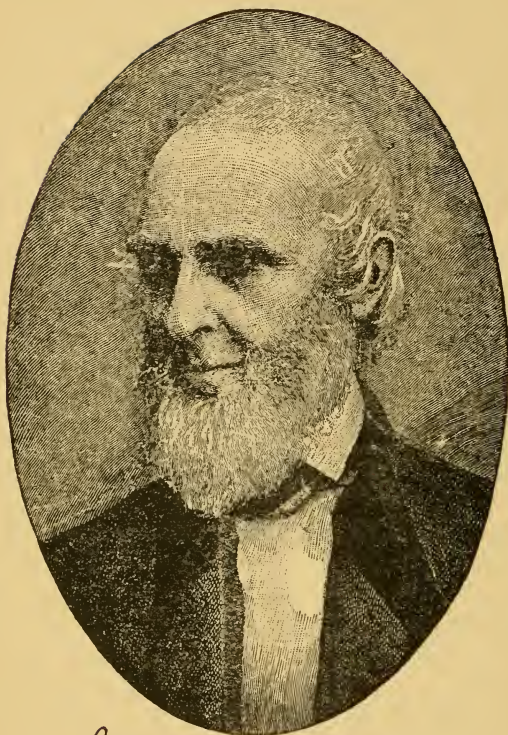
You tremble each hour because your arms
Are weak; your heart is wrung with alarms,
And sore oppressed;
My darlings are safe out of reach of harms,
And that is best.

You know over yours may hang even now
Pain and disease, whose fulfilling slow
Nought can arrest;
Mine in God's gardens run to and fro,
And that is best.

You know of yours; your feeblest one
And dearest may live long years alone,
Unloved, unblest;
Mine are cherished of saints around God's throne,
And that is best.

You must dread for yours the crime that sears,
Dark guilt unwashed by repentant tears,
And unconfessed;
Mine entered spotless on eternal years;
Oh! how much the best.

But grief is selfish; I cannot see
Always why I should so stricken be
More than the rest:
But I know that as well as for them, for me,
God did the best.



John Whittier

JOHN GREENLEAF WHITTIER.

EVENTS IN THE LIFE OF WHITTIER.

Chronologically Arranged.

Born at Haverhill, Mass. Dec. 17, 1807.

Sent his first Poem to Mr. Garrison's Paper	1826.
Went to Haverhill Academy	1827.
Removed to Boston and engaged in Journalism	1828.
Edited " <i>New England Weekly Review</i> ," Hartford, Ct.	1830.
Published "Legends of New England."	1831.
Was Secretary of the National Anti-Slavery Con- vention at Philadelphia	1833.
Member of Massachusetts State Legislature	1835.
Edited the " <i>Haverhill Gazette</i> ."	1836.
Edited the " <i>Pennsylvania Freeman</i> ."	1838.
Removed to Amesbury	1840.
Published "Voices of Freedom	1833-48
Published "Leaves from Margarie Smith's Journal."	1849.
Published his "Poems," First Edition	1849.
Published his "Poems," Second Edition	1857.
Published "Snow-Bound."	1866.
Published "The Tent on the Beach."	1867.
Given a dinner by the publishers of the <i>Atlantic</i> <i>Monthly</i> in honor of his seventieth birthday, Dec. 17, ...	1877.
Received degree of Doctor of Laws from Harvard University	1886.
Celebration of his eightieth birthday, with congratu- latory letters from North and South, Dec. 17, ...	1887.
Died at Hampton Falls, Mass., Sept. 7, ...	1892

PROGRAM.

1. Singing—Hymn by J. G. Whittier. - -
2. Reading—Whittier, the Boy. - -
3. Recitation—"In School-days." - -
4. Reading—Whittier's Home. ("Poets' Homes.")
5. Song—"Lingering Memories." - -

6. Reading—Whittier, the Youth. - -
7. Recitation—"The Barefoot Boy." - -
8. Recitation—"Skipper Ireson's Ride." - -
9. Reading—Whittier, the Writer and Reformer.
10. Song—"Laus Deo." - - -
11. Recitation—"Barbara Frietchie." - -
12. Reading—Whittier, the Man. - -
13. Recitation—"Maud Muller." - -
14. Recitation—"The Sisters." - -
15. Recitation—"The Three Bells." - -
16. Song—"The Old Oaken Bucket." - -
17. Reading—Whittier's Death. - - -
18. Chain of Quotations. - - -
19. Recitation—"The Divine Goodness." - -
20. Song—"Centennial Hymn." - -

From a stencil carefully draw a portrait of Whittier in the centre of the black-board, also to the right draw a stencil picture of Whittier's home, and to the left, of his *birthplace. Then with a stencil alphabet (price 20 cents) place the names and dates on the board in the following manner.

*JOHN GREENLEAF WHITTIER.
†Aged 84 yrs., 8 mos., 20 days.



*Whittier's Birthplace,
†Haverhill, Mass.

*Large fancy stencil capitals.

†Small fancy stencil capitals.

§Script (neatly written).

§Born
Dec. 17, 1807.



§Died
Sept. 7, 1892.

*"OUR QUAKER FOET."



*Whittier's Home,
†Amesbury, Mass.

On each side of the above make a scroll, which is quickly done with a stencil. On one of these copy a list

*If you have not a stencil of the Birthplace, get a copy of Christian Herald No. 38, Sept. 21, 1892, and draw from that. Published at New York. Price, 5 cents.

of his works and on the other the events of his life arranged chronologically. Be careful to have all this work very neatly done.

You may manage to do without this part of the black-board for several days, by having students use their slates, and so find time to finish this work mornings and evenings. When quite busy I sometimes called on some of the older pupils for assistance in the work, which was always cheerfully given.

(For directions for conducting the exercises, see biographical sketch of Helen Hunt Jackson, page 30.)

PROGRAM.

1. Hymn, by J. G. Whittier. - - -

(Tune—"Invitation" or any C. M. tune.)

"We may not climb the heavenly steep

To bring the Lord Christ down:

In vain we search the lowest deeps,

For Him no depths can drown.

But warm, sweet, tender, even yet

A present help is He;

And faith has yet its Olivet,

And love its Galilee.

The healing of the seamless dress

Is by our beds of pain;

We touch Him in life's throng and press,

And we are whole again.

Through Him the first fond prayers are said

Our lips of childhood frame;

The last low whispers of our dead

Are burdened with His name."

2. Reading—Whittier, the Boy.

In the extreme northeastern corner of Massachusetts, seventeen miles from where the Merimac, after changing its mind in a crazy fashion, empties into the sea, is the town of Haverhill.

Three miles from the town is an old farm-house with nothing to distinguish it from many of the New England farm-houses except that it is the *birth-place of the poet Whittier. Here, in the home so graphically described in "Snowbound," he passed his boyhood, guided and controlled by the firm hand of a father, whom he describes as "a prompt, decisive man, wasting no breath,"—watched over and trained by a mother whose religious nature and abounding charity left their impress on her son.

In the old brown school-house presided over by Joshua Coffin he went to school. He has written a poem to Mr. Coffin in which he says:

"I, the urchin unto whom
In that smoked and dingy room,
Where the district gave thee rule
O'er it's ragged winter school,
Thou didst teach the mysteries
Of those weary A B C's.

From which we are led to think that A B C's are as tiresome to poets as to other small boys. A school-mate of his tells us that in this same school, young Whittier passed much time writing verses to the sad neglect of his sums.

He had made the old school-house familiar to us in his little poem, "In School Days."

*This may be placed on the blackboard by one who can draw, by taking it from the Christian Herald, vol. 12, No. 38. New York. Price, 5 cents.

3. Recitation—"In School-days." - - -
4. Reading—*Whittier's Home. - - -
5. Song—"Lingering Memories." - *D. I. Hodges.*
6. Reading—Whittier, the Youth. - - -

There seems to have been little in the home reading of our poet to stimulate a literary taste. In these days of public libraries, of Youth's Companions and "*Wide Awakes*," of Trowbridges and Coffins, and "Young Folks' Reading Circles," we can hardly imagine how little there was for a boy to read eighty-five years ago.

The Whittier library consisted of "scarce a score" of books and pamphlets, all told, among them "Pilgrim's Progress," "Lindley Murray's Reader" and

"One harmless novel, mostly hid,
From younger eyes a book forbid,
And poetry (or good or bad,
A single book was all we had.)"

In addition to this they had the almanac and the weekly newspaper—scant food, one would think, on which to nourish poetical genius. While still a boy Whittier purchased from a pedler a copy of Burns' poems, which he read and re-read until he knew them by heart. He says that Burns opened his eyes to the beauty in homely things, and his critics trace many of his characteristics to the influence of the Scotch poet.

With so few books to read, he grew up reading the one great book open to rich and poor, and the hills, the sea, all things in nature, opened to him their secrets. He drank in eagerly the traditions of the time and place, to reproduce them years afterward in his legends and witch-tales.

*"From Poets' Home,"

Some one has said that if the history of New England should be lost it could be reconstructed from Whittier's works.

7. Recitation—"The Barefoot Boy." - - -
8. Recitation—"Skipper Ireson's Ride." - -
9. Reading—Whittier, the Writer and Reformer. -

Mr. Whittier's introduction to the world of letters was in this way: When nineteen years of age he sent a poem written with blue ink on coarse paper to the *Free Press*, a paper edited by Wm. Lloyd Garrison. Mr. Garrison found it under his door, where it had been put by the postman, and his first impulse was to throw it into the waste-basket. He decided, however, to read it, was impressed with the marked genius it bore, and published it a few weeks later.

The young poet, in the meantime, was in suspense as to its fate. He was in the field with his uncle one day, mending the stone wall, when the postman came by and threw him the weekly paper. With a beating heart he tore off the wrapper; there was his poem. This, of course, encouraged him to send other poems to the same paper, and so impressed was Mr. Garrison with them that he inquired of the postman who it was that was sending him contributions from East Haverhill. The postman said it was "a young farmer named Whittier," and Garrison decided to ride over on horse-back, a distance of fifteen miles, to see his contributor. When he reached the farm Whittier was in the field, and when told that there was a gentleman in the house that wanted to see him, the young poet felt very much like "breaking for the brush," no one ever having called on him in this way before. However, he slipped in at the back door, made his toilet and met his visitor, who told him that he had

power as a writer, and urged him to improve his talents. The father came in during the conversation and asked young Garrison not to put such ideas into the mind of his son, as they would only unfit him for his home duties. But fortunately it was too late!

He went soon after to the Haverhill Academy, where he remained several years, sending contributions from time to time to different papers.

In 1820 he went to Boston to study, but soon engaged in editorial control of one paper after another. When the invitation came for him to take charge of the *New England Review*, of Hartford, in the absence of the editor, George D. Prentice, he says, himself, that he would not have been more utterly astonished if he had been appointed prime minister to the Khan of Tartary.

Thus a brilliant career was opening up before our poet; but a cause more urgent than personal fame was calling for him. About this time the anti-slavery movement was taking active shape in conventions and anti-slavery papers and societies. Abolitionism was an unpopular thing North or South. For Mr. Whittier to identify himself with it was literary suicide; to fail to do so was to stifle his sense of justice. Being a conscientious man, right and justice prevailed, and for years he gave all his influence to the cause. So unpopular did this make him that he says for twenty years his name would have hindered the circulation of any literary or political journal in the country.

It was not unusual in those days for Abolitionists to be mobbed for expressing their views, and Mr. Whittier tells of an experience of this kind in Concord, N. H.

He had gone there with Mr. Thompson, an English-

man, to hold an Abolition meeting, and the people determined to prevent it. They were set upon by a mob as they went down the street and only escaped by taking refuge with an honorable man, who refused to give them up, though not himself an Abolitionist. It was, fortunately, a bright moonlight night, and about two o'clock the two gentlemen escaped by driving off rapidly to Haverhill. Some time after sunrise they stopped at a wayside inn to rest their horse and get breakfast. While they were at the table the landlord said: "They're having a time of it down at Haverhill."

"How is that?"

"Oh, one of them blamed Abolitionists was lecturin' there; he had been invited to the town by a young fellow named Whittier, but they made it pretty hot for them, and I guess neither he nor Whittier will be in a hurry to repeat the thing."

"What kind of a fellow is this Whittier?"

"Oh, he's an ignorant sort of a fellow; he don't know much."

"And who is this Thompson they're talking about?"

"Why, he is the man sent over here by the British to make trouble with our government."

As the two friends were stepping into the buggy Mr. Whittier, with one foot on the step, turned and said to the host, who was standing by with several tavern loafers: "You've been talking about Thompson and Whittier. This is Mr. Thompson and *I* am Whittier, Good morning." "And jumping into the buggy," said the poet with a twinkle in his eye, "we whipped up, and stood not on the order of our going."

Everybody knows the power of a cry (a song like "John Brown's Body" or a pithy sentence or phrase) in

any great movement. There can be no doubt that Whittier's poems did as much toward bringing about the abolition of slavery as Garrison's editorials.

10. Singing—"Laus Deo." - - -

(Song and Chorus by F. Boott.)

11. Recitation—"Barbara Frietchie." - - -

12. Reading—Whittier, the Man. - - -

In 1840 Mr. Whittier sold the farm, and removed with his mother to Amesbury, a small town about nine miles nearer the sea than Haverhill. His principal reason for this change, it is said, was that his mother should be nearer the Friend's meeting-house, where they had always worshiped. Mr. Whittier, like his ancestors, was a Quaker, and he was in the habit of "tending" Quaker meeting twice a week.

At Amesburz, after the death of his mother, he lived with his beloved sister, Elizabeth, between whom and himself there was a bond so close that the want of other companionship was hardly felt. She is described as a rare woman, sympathizing with him thoroughly in his work, and not without literary ability herself.

In this home the greater part of Mr. Whittier's literary work was done. Here he wrote his "Songs of Labor," his ballads, and his masterpiece, "Snowbound." When the home was broken up by the death of his sister, and the marriage of his niece, he went to Oak Knoll, near Danvers, to become a welcome, honored member of the family of relatives residing there. Here he passed most of the time, but at certain seasons, impelled by a longing for old associations, he went back to his old home.

In reading a poet's words we often stop to wonder what he is like—how he looks—whether he ever loses

his temper or snubs the children—in short, what he is as a man. We obtain only a one-sided view of Mr. Whittier's character from his stirring anti-slavery poems. They tell nothing of the gentleness, the abounding charity of the man. This we learn from other poems and from the many incidents illustrating it.

His habit of genial conversation with all he met, and a happy faculty of adapting himself to his audience rendered him a general favorite,—not too much feared to be loved. A countryman who once worked for him, says: "Why, you wouldn't think it, would you? but he talks just like common folks. He was talking about the apples one day, and he said: 'Some years they aint worth pickin'—just like anybody, you know; aint stuck up at all, and yet he's a great man, you know.'"

As James Buchanan was our "bachelor president," so Whittier was our "bachelor poet." In an old bachelor we seldom look for a love for children, but Mr. Whittier rivaled Mr. Longfellow in the number of his little friends. Wherever they met him, he was looked upon as a legitimate prey, and entered so fully into their games, and gave so freely from his fund of stories that he was a welcome companion always. An incident shows his sympathy with childish wants.

His little niece wanted the scarlet cape worn by other children. It was objected to by the family because of the Quaker habit of wearing drab, but Mr. Whittier insisted upon her having it.

An amusing peculiarity was his color-blindness, which certainly does not appear in his pen pictures. On one occasion the library fire, which he was so fond of having, damaged the border of the wall-paper; he matched the pattern and triumphantly replaced it before detection,

only to learn that he had substituted for the green vine, one of autumnal crimson.

Mr. Whittier's modesty and distrust of himself are well known, though he was once observed applauding vigorously one of his own poems, having failed to recognize his words when given by another.

His patience was often severely taxed by the letters and manuscript he received from young writers, but he criticized and advised, and often returned manuscripts at his own expense. For many years before his death he wrote about two thousand autographs yearly.

In appearance Mr. Whittier was tall, slight and erect, with black eyes, that still flashed under the white locks.

He was active and took great interest in all that pertained to the home-life. Every morning before breakfast, on fine days, he might be found in his garden, which he kept scrupulously neat. He was a good talker, had a keen sense of the ludicrous, and was a welcome member of the family, wherever he resided.

He gives us in his life a beautiful picture of what old age may be with a cultured mind and a trusting heart, and exemplifies his own words:

"I mourn no more my vanished years!

Beneath a tender rain,

An April rain of smiles and tears,

My heart is young again.

No longer forward nor behind,

I look in hope or fear;

But, grateful, take the good I find;

The best of now and here,

And so the shadows fall apart,
 And so the west winds play,
 And all the windows of my heart
 I open to the day."

13. Recitation—"Maud Muller." - -
14. Recitation—"The Sisters." - - -
15. Recitation—"The Three Bells." - -
16. Song—"The Old Oaken Bucket." - -
 ("Excell's School Songs.")
17. Reading—Whittier's Death. - -

One of Whittier's latest, if not his very last poem, was addressed to his life-long friend and fellow-poet, Oliver Wendell Holmes, on the latter's birthday, Aug. 29, 1892. Both belonged to that renowned group of American literati which included Emerson, Longfellow and Lowell; the only one of these now living is Holmes, to whom Whittier wrote:

"Far off, and faint as echos of a dream,
 The songs of boyhood seem,
 Yet, on our autumn boughs, unflown with spring,
 The evening thrushes sing."

He sleeps beneath the elms in the Friends' cemetery at Amesbury, his remains having been brought from Hampton Falls, Mass., where he died at the house of a friend, Sept. 7, 1892. The school-children in many towns and villages of the old Bay State Commonwealth, for years made "Whittier's Day," Dec. 17, a holiday. Now, instead of visiting the old gray poet on the anniversary and giving him a basket of rare white roses, they place a garland on the Quaker singer's quiet grave.

Many years ago he wrote these beautiful lines, which were, no doubt, realized when he closed his eyes forever on the things of earth:

"Be near me when all else is from me drifting,

Earth, sky, home's pictures, days of shade and shine,
And kindly faces to my own uplifting

The love which answers mine.
Some humble door among Thy many mansions,

Some sheltering shade where sin and striving cease,
And flows forever through heaven's green expansions,

The river of Thy peace."

18. Chain of Quotations. - - -

1. "God's errands never fail."

2. "Alas for him who never sees

The stars shine through his cypress trees!"

—*Snowbound*.

3. "Life is ever Lord of death;

And love can never lose its own."

—*Snowbound*.

4. "The home-pressed question of the age can find

No answer in the catch-word of the blind

Leaders of the blind. Solution there is none,

Save in the golden rule of Christ alone."

—*The Problem*.

5. "God's ways seem dark, but soon or late,

They touch the hills of day;

The evil cannot brook delay,

The good can well afford to wait."

—*Lines to Friends under arrest for aiding fugitive slaves*.

6. "O heart, sore tried! thou hast the best

That heaven itself should give thee,—rest"

—*Snow-Bound*.

7. "For of all sad words of tongue or pen,
The saddest are these: It might have been."
—*Maud Muller.*
8. "How wearily the grind of toil goes on
Where love is wanting!" —*Among the Hills.*
9. "Who holds to his another heart
Must needs be worse or better." —*Among the Hills.*
10. "For still in mutual sufferance lies
The secret of true living,
Love scarce is love that never knows
The sweetness of forgiving." —*Among the Hills.*
11. "Heaven's gate is shut to him who comes alone:
Save thou a soul, and it shall save thine own."
—*The Two Rabbis.*
12. "I only know I cannot drift
Beyond His love and care." —*The Divine Goodness.*
19. Recitation, (by teacher) "The Divine Goodness."
(Undoubtedly the best of Whittier's productions).

"O friends! with whom my feet have trod
The quiet aisles of prayer,
Glad witness to your zeal for God
And love of man, I bear.

I trace your lines of argument:
Your logic linked and strong
I weigh as one who dreads dissent,
And fears a doubt as wrong.

But still my human hands are weak
To hold your iron creeds:
Against the words ye bid me speak
My heart within me pleads.

Who fathoms the Eternal Thought?
Who talks of scheme and plan?

The Lord is God! He needeth not
The poor device of man.

I walk with bare, hushed feet the ground
Ye tread with boldness shod;
I dare not fit with mete and bound
The love and power of God.

Ye praise his justice: even such
His pitying love I deem:
Ye seek a king; I fain would touch
The robe that hath no seam.

Ye see the curse which over broods
A world of pain and loss:
I hear our Lord's beatitudes
And prayer upon the cross.

I see the wrong that round me lies,
I feel the guilt within;
I hear with groan and travail-cries,
The world confess its sin.

Yet in the maddening maze of things,
And tossed by storm and flood,
To one fixed stake my spirit clings:
I know that God is good.

Not mine to look where cherubim
And seraphs may not see,
But nothing can be good in him
Which evil is in me.

The wrong that pains my soul below
I dare not throne above;
I know not of this hate—I know
His goodness and His love.

I dimly guess from blessings known
 Of greater out of sight,
 And, with the chastened Psalmist, own
 His judgments, too, are right.

I long for household voices gone,
 For vanished smiles I long.
 But God has led my dear ones on,
 And he can do no wrong.

And so beside the silent sea
 I wait the muffled oar;
 No harm from Him can come to me
 On ocean or on shore.

I know not where his islands lift
 Their frouded palms in air;
 I only know I cannot drift
 Beyond his love and care."

20. Song—"Centennial Hymn." - *J. K. Paine.*

REFERENCE BOOKS.

John Greenleaf Whittier, by Francis H. Underwood.

John Greenleaf Whittier, by W. Sloan Kennedy.

Poets of America, by E. C. Stedman.

Homes and Haunts of our Elder Poets, by R. H. Stoddard.

Poets' Homes.

Riverside Literature, No. 5. *Whittier Leaflets.*

American Prose. American Poetry.

All the above may be had from the publishers of this work

CONSTITUTION FOR LITERARY SOCIETY.

We, the pupils of *District No. 43, Ogle Co., Illinois together for the purpose of awakening and stimulating an interest in Literary Work, and of making all possible advancement in correct reading and speaking, thereby improving those faculties with which God has endowed us, do hereby adopt for our government the following Constitution and By-Laws:

ARTICLE 1.—NAME.

The name of this society shall be the Carleton Literary Society of Ogle Co., Illinois.

ARTICLE 2.—MEMBERSHIP.

Sec. 1. Any one who is a pupil of this school may become an active member of the Society.

Sec. 2. Any person, who is not a pupil in the school, may become an active member by signing the constitution and paying an initiation fee of ten cents.

Sec. 3. Applicants for membership, who are not pupils in this school, shall present their names to the secretary, who in turn shall present them to the Society at a regular meeting, to be voted upon.

Sec. 4. All new pupils who have attained the legal school age, or who have moved into the district, shall be assigned to one or the other of these Societies within two weeks after entering the school.

*Change to county or state, or name of public school and town, as the case may be.

Sec. 5. Any active member of the Society, who may be expelled from school, loses his membership in the Society until he is legally restored as a pupil of the school.

Sec. 6. All active members of this Society, after having ceased to attend school here, shall be regarded as honorary members of the Society, and shall be entitled to all the rights and privileges of active members, whenever such member shall be in attendance.

ARTICLE 3.—OFFICERS.

Sec. 1. The officers of this Society shall be a President, Vice-President, Secretary, Assistant-Secretary, Treasurer, Chorister, Librarian and Censor.

The teacher shall act as Critic.

Sec. 2. The officers shall be elected by ballot at the last regular meeting in each term of office, and shall enter upon the duties of their respective offices at the first regular meeting after the election.

Sec. 3. The ballots for election shall be prepared previous to the election by a committee of three members of the society, appointed by the President, at the last meeting prior to the election.

Sec. 4. The term of office shall continue for three regular meetings of the Society.

ARTICLE 4.—DUTIES OF OFFICERS.

Sec. 1. It shall be the duty of the President *to make a short inaugural address at the beginning of his term of office, to preside at all regular meetings of the Society, to enforce a rigid observance of the Constitution and By-Laws, to fill all vacancies by appointment, (pro

*The performance of this duty will of course depend upon the age and ability of the pupil, to be determined by the teacher.

tem) to appoint all committees, not otherwise provided for, ‡to decide all points of order, to give the casting vote when the Society is equally divided, and to perform such other duties as the office may require.

Sec. 2. It shall be the duty of the Vice-President to act as president of the Society in the absence of the President, and to write an essay on the work of the Society at the close of his term of office.

Sec. 3. It shall be the duty of the Secretary to keep a correct record of all things done and passed by the Society, to transcribe the same in a record-book belonging to the Society, and to read when called upon by the President the minutes of each previous meeting (before transcribing them in the record-book), a list of all absent members, all names presented for membership, the program as it is being given, the program of the next meeting, and any other matter when called upon by the President.

He shall also have charge of correspondence connected with the Society, and transmit to the treasurer a list of all fines imposed.

Sec. 4. It shall be the duty of the Assistant Secretary to fill the office of Secretary in case of absence, with the Secretary's assistance to make out and arrange programs, to confer with members who are to perform in regard to preparation and kind of work, and in case of the absence of such persons, at regular meetings, to arrange for substitutes.

Sec. 5. It shall be the duty of the Treasurer to keep a correct account of the receipts and expenditures, collect

‡The teacher should assist in this until the pupil has become familiar with the Rules of Order.

all fines, and read a report of same at the close of his term of office.

Sec. 6. It shall be the duty of the Chorister to have supervision of the preparation and performance of suitable music, consisting of not less than two nor more than three selections at each regular meeting of the Society.

Sec. 7. It shall be the duty of the Librarian to have charge of all books belonging to the Society, and to keep a correct record, in a book kept for that purpose, of all books which may be presented to the Society, and of all books taken out by members to be read, and read a report of the same at the close of his term of office.

Sec. 8. It shall be the duty of the Censor to keep order, to keep a list of all active members in a book kept for that purpose, to call the roll, and at the close of each meeting to present to the Secretary a list of the names of all members absent or tardy.

Sec. 9. Executive Committee. The President of the Society, the Secretary and the Assistant Secretary, shall constitute the Executive Committee, whose duty it shall be to meet at noon on the Friday of each regular meeting to receive or reject (by imposing fines,) all written excuses from members for absence or non performance, and transact any other business which in their judgment they may deem necessary.

ARTICLE 5.—MEETINGS.

Sec. 1. The regular meetings of the Society shall be held every Friday afternoon at 2:30 o'clock while school is in session.

Sec. 2. A special meeting of the Society may be called by the President.

Sec. 3. Ten regular members shall constitute a quorum to do business.

Sec. 4. Members shall be required to attend all regular meetings of the society, unless they have lawful excuse.

ARTICLE 6.—AMENDMENTS.

Sec. 1. Any Article of this Constitution may be amended or annulled by a *two-thirds* vote of the Society, provided a notice be read to this effect at least two weeks before the vote is taken.

Sec. 2. By-Laws may be adopted or rescinded at any regular meeting of the Society, provided two-thirds of the members concur.

BY-LAWS.

1. The Society color shall be pink.
2. The motto of the Society shall be "Onward and Upward."
3. The standard of order, where the Constitution and By-Laws are not explicit, shall be "Roberts' Rules of Order."
4. The President shall not adjourn the meeting until all heads of business shall have been passed through.
5. Any office may be declared vacant by the President, if its duties be neglected for two successive meetings.
6. Members, who are absent from any regular meeting of the Society, and having a good excuse for such absence, shall write their excuse and hand the same to the Executive Committee, before its first executive meeting after the absence.
7. Members being notified of dues or fines against them shall pay the same within two weeks after said

notification; otherwise said members shall be prohibited from voting or holding any office within the gift of the Society, as long as said dues remain unpaid, but they shall be subject to all other rules and restrictions of the Society.

Committee on election will see that this By-law is enforced.

8. Committee reports shall be in writing.

9. No member shall speak more than twice on the same question, nor more than five minutes each time.

10. No member shall leave the room while the Society is in session without permission from the President.

11. All essays shall be written with pen and ink and handed to the Assistant Secretary for corrections before they are delivered.

PENAL CODE.

FINES.

For absence from regular meeting.....	5c.
For leaving room without permission.....	5c.
For ill-behavior during performance.....	10c.
For writing essay with pencil.....	5c.
For non-performance of any duty.....	15c.

EXCUSES.

Any member failing to furnish the required performance at the regular time, shall be subject to fine according to Constitution and By-Laws, unless a lawful written excuse is given the Executive Committee.

ORDER OF BUSINESS.

The following order of business shall be observed at each regular meeting.

1. Calling Society to order, by President.
2. Roll-call, by the Censor.
3. Reading and adoption of minutes of previous meeting.
4. Election of officers (every third meeting.)
5. Music.
6. New officers take their seats.
7. Regular Literary Exercises (Program).
8. Music.
9. *Regular Debate.
10. Decision of Judges.
11. Sentimental Debate.
12. Decision of House. (Whole school votes.)
13. Report of Decision of Judges.
14. Reports of Committees and Officers.
15. Executive Report (by Secretary.)
16. General Business.
17. Reading of Program.
18. Criticisms on Exercises (by Teacher).
19. Adjournment.

REGULAR DEBATE.

The teacher shall decide in regard to the debate:

(1) As to whether the age and ability of the pupils will allow them to begin this work.

(2) When debate is held, it shall be at least once during each term of office, and the program shall be shortened accordingly to give time for it.

*See next page.

(3) The debaters may choose their own question after obtaining advice of the teacher.

(4) The debaters shall have ten minutes each in which to speak. The affirmative speaker shall have six minutes for opening speech, the negative speaker ten minutes, and the affirmative speaker four minutes for the closing speech.

(5) Sentimental Debate. After the speakers are through and the decision of the judges is handed the President, he may call for sentimental debate, in which case any member of the school belonging to either Society, or any visitor present, may have five minutes in which to speak on the question, when the question shall be voted upon by the whole school, the President counting.

(6) The judges should be visitors if any are present; if not, members of the other Society should be preferred

INDEX TO CONSTITUTION AND BY-LAWS.

Attendance—Art. 5, Sec. 3.

Amendments—Art. 7.

Adjournment—By-Law 4.

Assistant Secretary, Duty—Art. 4, Sec. 1.

By-Laws, Adoption—Art. 7, Sec. 2.

Committee on Election—Art. 3, Sec. 3.

Committee, Executive—Art. 4, Sec. 9.

Chorister, Duty—Art. 4, Sec. 6.

Censor, Duty—Art. 4, Sec. 8.

Debate—Page 109.

Excuses—Penal Code.

Essays—By-Law 11.

Executive Committee—Art. 4, Sec. 9.

Fines—Penal Code.

Fee—Art. 2, Sec. 2.

Honorary Members—Art. 1, Sec. 6.

Librarian—Art. 4. Sec. 7.
 Leaving room—By-Law 10.
 Meetings—Art. 5.
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 Name—Art. 1, Sec. 1.
 Officers, Number—Art. 3, Sec. 1.
 Officers, Election of—Art. 3, Sec. 2.
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 Order of Business—Penal Code.
 President—Art. 3, Sec. 1.
 Report of Committees—By-Law 8.
 Speaking—By-Law 9.
 Standard of Order—By-Law 3.
 Secretary—Art. 4, Sec. 3.
 Treasurer—Art. 4, Sec. 5.
 Vice-President—Art. 4, Sec. 2.

CALLING TO ORDER.

Should a pupil start forward to speak, or attempt to make any remark whatever while the Society is in session, some other member should call him to order, thus:—"Mr. President, Mr. (pupil's name), I rise to call the gentleman to order; he did not address the chair," whereupon the pupil will address the President before going further. In doing this, always say gentleman or lady, as the case may be, or simply pupil, but never use the person's name.

DECIDING POINTS OF ORDER.

Suppose that in making a nomination, it is seconded by some one, which is sometimes done because some get the terms motion and nomination confused: in such case it is the duty of the President simply to state that "a nomination does not require a second." Should a point

of order be disputed, the president should be prepared to decide it. (See Art. 4, Sec. 1.)

ELECTION OF OFFICERS---DIRECTIONS.

After the Committee of three persons has been appointed by the President, two weeks previous to time of election (see Cons. Art. 3 Sec. 3), they should have prepared as many tickets as their are members in the Society. All members and all officers, except the President, are to vote. The President should reserve his vot^e for the casting vote, in case there is a tie when the report is given.

The following is given as a sample ticket which has been used for voting, the person having placed a cross opposite the names for whom he wished to vote:

TICKET.

President.	{ Alice Clare. Mary West.X
Vice-President.	{ James Brown.X Otis Jones.
Secretary.	{ John Watkins.X Oscar Green.
Assistant Secretary.	{ Carry West. Olive Akers.X
Chorister.	{ Sarah King. Martha Myers.X
Treasurer.	{ Mabel Wright.X Julia Hoover.
Librarian.	{ Olive Parsons. Jessie Moats.X
Censor.	{ Rob. Stewart. Sam. Johnson.X

When all have voted, these tickets should be collected by the same committee, and counted while the program is being rendered.

At the proper time (see Order of Business) the result of the election should be given by the chairman of the committee—the person first named by the President in appointing. In making the report he should give all the names and the number of votes cast for each, after which he will hand the report to the President of the Society, who will “declare the following named persons elected,” reading simply the name in each case of the person receiving the greater number of votes, but not repeating the number. The new officers will now prepare to take charge of their respective offices at the next regular meeting, which may be done as follows:

The old officers having taken their places as usual, the President calls for the roll-call by the Censor, and reading and adoption of minutes by the Secretary, then for the first on the program, usually a song. Then rising he states that “the new officers will now take their seats,” when they rise and take the seats now vacated by the ex-officers. (See Order of Business.)

SIGNING CONSTITUTION.

The constitution in each society should be signed by all pupils who can write, and by those who cannot, just as soon as they can write their names legibly.

THE SOCIETY PAPER--NEWS.

Let some pupil prepare this paper by selecting items of news from daily or weekly papers of the past week, void local news, personalities, etc.—spicy and witty items

may be given occasionally, but should not relate to members of school or neighborhood—avoid *nonsense*.

MINUTES OF REGULAR MEETING.

The following is given as a sample of minutes.

WEST POINT SCHOOL-HOUSE, Friday, Oct. 27, 1893.

Carleton Society was called to order at 2:30 P. M.
by the President.

Roll Call by the Censor.

Reading and adoption of minutes of previous meeting.

Music—"Some Mother's Child."—Duet.

Regular Literary Exercises as follows:

(Give full program.)

Music—"Marching Onward." - -

Regular Debate—Question—"Resolved that Lafayette deserves more praise for what he did for America than Washington."

Affirmative—Joe Beam.

Negative—Ella Wilson.

Sentimental debate by Mary Wilcox, Albert Burns and Mr. Mason.

Decision of House in favor of negative.

Decision of Judges in favor of affirmative.

Reports of Committees and Officers.

Report of Committee on Election.

(Name all officers elected.)

Executive Report (by Secretary).

General Business.

Moved and carried that a committee be appointed by the President to purchase blank books for the use of the Secretary and Treasurer.

John West, Arthur Brown and Emma Watson were appointed as the committee.

Reading of Program for next meeting.

Criticisms on Exercises.

Adjournment.—

John Masters, President.

Alice Young, Secretary.

TREASURY FUND.

For expediency it is not best to charge the pupils any fee for membership, as in some cases parents would object even to a penny. So to supply the treasury, ask all the pupils that can do so, to bring a penny or a nickel for their Society, as soon as it is organized. This will furnish enough to buy blank-books to begin with—which should not be very expensive.

Get a small purse for each Society and let it be kept by the Treasurer. This can be bought by the collection also. If there are fines imposed it will help in supplying the treasury, and in case it becomes empty, notify the pupils and hold another collection. Treasurer should keep correct record.

THE LIBRARY.

As soon as possible, some pupils should donate some useful books for the library. They may be cheap ones to begin with. They should be labeled and the name of the donor and the date should be recorded by the Librarian in a book kept for that purpose.

It will cost but little to have printed labels for each Society Library.

When your collection amounts to several volumes in each society, one of the older boys, or perhaps some one in the district or town, will willingly make a book-case for them. This will encourage reading in the pupils. The Librarian should keep a record of all books taken home to be read,—when and by whom. The time for using each book should be limited.

BIRTHDAYS OF EMINENT PERSONS.

"The best teachers of humanity are the lives of good men."— *C. H. Fowler.*

JANUARY.

- | | |
|--|--|
| 1, 1735. Paul Revere. | 16, 1675. St. Simon. |
| 1, 1830. Paul H. Hayne. | 17, 1706. Benj. Franklin. |
| 2, 1836. Chas. R. Lowell. | 18, 1782. Daniel Webster. |
| 3, 1740. Benedict Arnold. | 19, 1807. Robert E. Lee. |
| 4, 1836. "Tom Thumb,"
(C. H. Stratton.) | 19, 1809. Edgar A. Poe. |
| 5, 1779. Stephen Decatur. | 20, 1702. Richard H. Lee. |
| 6, 1811. Charles Sumner. | 21, 1813. John C. Fremont. |
| 7, 1800. Millard Fillmore. | 21, 1824. "Stonewall," T.
J. Jackson. |
| 7, 1718. Israel Putnam. | 22, 1561. Lord Bacon. |
| 8, 1792. Lowell Mason. | 22, 1788. Lord Byron. |
| 9, 1778. Thomas Brown. | 23, 1786. R. C. Haydon. |
| 10, 1833. Paul Gus. Dore. | 24, 1820. H. J. Raymond. |
| 11, 1825. Bayard Taylor. | 25, 1759. Robert Burns. |
| 11, 1757. Alex. Hamilton. | 26, 1795. T. N. Talfourd. |
| 12, 1729. Edmund Burke. | 27, 1756. Mozart. |
| 12, 1746. Pestalozzi. | 28, 1760. Mathew Carey. |
| 13, 1785. S. Woodsworth. | 29, 1737. Thomas Paine. |
| 14, 1806. Mat. F. Maury. | 30, 1661. Charles Rollins. |
| 15, 1780. Parker Cleave-
land. | 31, 1830. Jas. G. Blaine. |

FEBRUARY.

- | | |
|--|----------------------------------|
| 1, 1828. G. F. Edmunds. | 13, 1804. Ed. Bul. Lytton. |
| 2, 1651. William Phipps. | 14, 1824. W. S. Hancock. |
| 3, 1811. Horace Greely. | 15, 1820. S. B. Anthony. |
| 4, 1772. Josiah Quincy. | 16, 1497. P. Melancthon. |
| 4, 1802. Mark Hopkins. | 17, 1740. John Sullivan. |
| 5, 1757. Aaron Burr. | 18, 1564. Galileo. |
| 5, 1837. D. L. Moody. | 18, 1775. Charles Lamb. |
| 6, 1818. Wm. M. Evarts. | 19, 1802. Leonard Bacon. |
| 7, 1480. Thomas Moore. | 20, 1694. Voltaire. |
| 7, 1812. Charles Dickens. | 21, 1819. Geo. Wm Curtis. |
| 8, 1820. W. T. Sherman. | 22, 1732. Geo. Washington. |
| 8, 1826. John A. Logan. | 22, 1819. Jas. R. Lowell. |
| 9, 1773. W. H. Harrison. | 23, 1787. Emma Willard. |
| 9, 1814. Sam'l J. Tilden. | 24, 1685. Handel. |
| 10, 1802. "Old Grimes,"
Albert G. Barnes. | 25, 1833. John P. St. John. |
| 11, 1802. Lydia M. Child. | 26, 1802. Victor Hugo. |
| 11, 1847. Thos. A. Edison. | 27, 1807. H. W. Long-
fellow. |
| 12, 1663. Cotton Mather. | 28, 1797. Mary Lyon. |
| 12, 1809. Abr'm Lincoln. | 29, 1792. Rossini, G. |
| 12, 1809. Chas. R. Darwin. | |

MARCH.

- | | |
|---------------------------|---------------------------------|
| 1, 1835. John J. Piatt. | 8, 1824. E. E. Parsons. |
| 2, 1793. Sam'l Houston. | 9, 1816. David David. |
| 3, 1765. Sam'l Drew. | 10, 1773. F. K. W.
Schlegel. |
| 4, 1754. B. Waterhouse. | 11, 1796. Francis Way-
land. |
| 5, 1832. Isaac I. Hayes. | 12, 1684. Bishop Berkeley. |
| 6, 1809. E. B. Browning. | 12, 1822. T. Buch'n Read. |
| 6, 1831. Philip Sheridan. | 13, 1733. Joseph Priestly. |
| 6, 1475. Michael Angelo. | |
| 7, 1707. Steph'n Hopkins. | |

MARCH—CONCLUDED.

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|-----------------------------|------------------------------|
| 14, 1782. Thos. H. Benton. | 23, 1823. Schuyler Colfax. |
| 15, 1766. Andrew Jackson. | 23, 1837. Rich. A. Proctor. |
| 16, 1751. James Madison. | 24, 1805. E. D. Sims. |
| 17, 1777. Roger B. Taney. | 25, 1784. Fra'cois J. Fetis. |
| 17, 1780. Thos. Chalmers. | 26, 1823. Margaret M. |
| 18, 1782. John C. Calhoun. | Davidson. |
| 18, 1837. Grov'r Cleveland. | 27, 1746. Michael Bruce. |
| 19, 1815. Dr. Livingstone. | 28, 1794. Orville Dewey. |
| 20, 43. B. C. Ovid. | 29, 1790. John Tyler. |
| 21, 1274. Robert Bruce. | 30, 1842. John Fiske. |
| 21, 1763. J. P. F. Richter. | 31, 1824. Wm. H. Hunt. |
| 22, 1599. Anth. Vandyke. | |

APRIL.

- | | |
|---------------------------|-----------------------------|
| 1, 1578. William Harvey | 14, 1804. Horace G. Loring. |
| 2, 1743. Thos. Jefferson. | 15, 1814. Jno. Lathrop |
| 2, 1805. H. C. Anderson. | Motley. |
| 3, 1783. Washington | 16, 1786. Sir John Frank- |
| Irving. | lin. |
| 3, 1822. E. Everett Hale. | 17, 1806. Wm. G. Simms. |
| 4, 1793. Thad. Stephens. | 18, 1817. Geo. H. Lewes. |
| 4, 1809. Benjamin Pierce. | 19, 1721. Roger Sherman. |
| 5, 1795. H. Havelock. | 20, 1813. H. T. Tucker- |
| 6, 1483. Raphael. | man. |
| 7, 1770. W. Wordsworth. | 21, 1828. M. Taine. |
| 8, 1811. Geo. W. Greene. | 22, 1791. Jas. Buchanan. |
| 9, 1758. Fisher Ames. | 23, 1564. W. Shakespeare. |
| 9, 1843. Adelina Patti. | 23, 1813. Stephen A. |
| 10, 1788. Wm. Hazlitt. | Douglas. |
| 11, 1794. Edward Everett. | 23, 1834. Chauncy M. |
| 12, 1774. Henry Clay. | Depew. |
| 13, 1796. Geo. N. Briggs. | |

APRIL—CONCLUDED.

- | | |
|---------------------------|-----------------------------|
| 24, 1750. John Trumbull. | 27, 1822. U. S. Grant. |
| 25, 1599. Oliver Cromwell | 28, 1758. Jas. Monroe. |
| 26, 1820. Alice Carey. | 29, 1745. Oliver Ellsworth. |
| 27, 1791. S. F. B. Morse. | 30, 1824. Eli I. Tappan. |

MAY.

- | | |
|------------------------------|--------------------------------|
| 1, 1672. Joseph Addison. | 19, 1885. John Wilson. |
| 1, 1769. Duke of Wellington. | 20, 1806. Jno. Stewart Mill. |
| 2, 1764. Robert Hall. | 21, 429. B. C. Plato. |
| 3, 1715. E. C. von Kleist. | 21, 1780. Elizabeth Fry. |
| 4, 1796. Wm. H. Prescott. | 22, 1688. Alexander Pope. |
| 4, 1796. Horace Mann. | 22, 1813. Richard Wagner. |
| 5, 1817. Geo. W. Julian. | 23, 1799. Thomas Hood. |
| 6, 1808. William Strong. | 23, 1810. Marg't F. Ossoli. |
| 7, 1812. Rob't Browning. | 24, 1707. Linnaeus. |
| 8, 1731. Dr. Portens. | 24, 1750. Stephen Girard. |
| 9, 1800. John Brown. | 24, 1819. Queen Victoria. |
| 10, 1823. John Sherman. | 25, 1803. Ralph Waldo Emerson. |
| 11, 1799. Robert G. Sands. | 26, 1784. Jos. S. Buckminster. |
| 12, 1809. R. C. Winthrop. | 27, 1819. Julia Ward Howe. |
| 13, 1713. Maria Theresa. | 28, 1779. Thomas Moore. |
| 14, 1686. Fahrenheit. | 28, 1807. Louis Agassiz. |
| 14, 1752. Timothy Dwight. | 29, 1736. Patrick Henry. |
| 15, 1758. Thomas Taylor. | 30, Decoration Day. |
| 16, 1801. Wm. H. Seward. | 30, 1672. Peter the Great. |
| 17, 1749. Ed. Jenner. | 31, 1819. Walt. Whitman. |
| 18, 1778. Samuel Hoar. | |

JUNE.

- | | |
|-------------------------|---------------------------|
| 1, 1856. Maria Litta. | 3, 1794. Nat. P. Rogers. |
| 2, 1773. John Randolph. | 3, 1808. Jefferson Davis. |
| 3, 1774. Sydney Smith. | 4, 1744. Jeremy Belknap. |

JUNE—CONCLUDED.

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|----------------------------|-----------------------------|
| 5, 486. B. C. Socrates. | 18, 1804. Geo. Thompson. |
| 6, 1755. Nathan Hale. | 19, 557. B. C. Confucius. |
| 7, 1780. Elijah Hedding. | 19, 1834. C. H. Spurgeon. |
| 8, 1814. Charles Reade. | 20, 1743. Anna L. Barbauld |
| 9, 1792. John Howard | 21, 1811. Mat. Simpson. |
| Payne. | 22, 1767. Karl Wilhelm |
| 10, 1710. Jon'n Trumbull. | von Humboldt. |
| 11, 1573. Ben. Jonson. | 23, 1625. J. Fell. |
| 11, 1741. Joseph Warren. | 24, 1813. Henry Ward |
| 12, 1802. Harriet Marti | Beecher. |
| neau. | 25, 1773. Eliphalet Nott. |
| 13, 1786. Winfield Scott. | 26, 1702. Philip Doddridge. |
| 13, 1795. Thomas Arnold. | 27, 1682. Charles XII. |
| 14, 1812. Fernando Wood. | 28, 1712. Jean Jacques |
| 14, 1812. Harriet Beecher | Rosseau. |
| Stowe. | 28, 1808. Mazzini. |
| 15, 1805. Robert Anderson. | 29, 1835. Celia Thaxton. |
| 16, 1789. William Jay. | 30, 1833. W. C. Wheeler. |
| 17, 1703. John Wesley. | |

JULY.

- | | |
|---------------------------|-----------------------------|
| 1, 1779. John Farrar. | 8, 1790. Fitz Green |
| 2, 1810. Robert Toombs. | Halleck. |
| 3, 1737. J. C. Copley. | 9, 1819. Elias Howe. |
| 4, 1804. Nathaniel Haw- | 9, 1838. P. P. Bliss. |
| thorne. | 10, 1509. John Calvin. |
| 4, 1807. Garibaldi. | 10, 1723. Wm. Blackstone. |
| 5, 1801. D. G. Farragut. | 11, 1767. J. Q. Adams. |
| 6, 1373. John Huss. | 12, 100. B. C. Julius Cæsar |
| 6, 1747. John Paul Jones. | 13, 1816. J. Clare. |
| 7, 1811. "Fanny Fern," | 14, 1819. Nathaniel Lyon. |
| Mrs. S. P. W. Parton. | 15, Apostles' Day. |

JULY—CONCLUDED.

- | | |
|-----------------------------|----------------------------|
| 16, 1723. Joshua Reynolds. | 24, 1819. J. G. Holland. |
| 17, 1674. Isaac Watts. | 25, 1750. Henry Knox. |
| 17, 1744. Elbridge Gerry. | 26, 1739. George Clinton. |
| 17, 1763. Jno. Jacob Astor. | 27, 1777. Thos. Campbell. |
| 18, 1811. W. M. Thackery. | 28, 1818. Wm. Mathews. |
| 19, 1814. Sam'l Colt. | 29, 1797. Daniel Drew. |
| 20, 1304. Petrarch. | 30, 1763. Sam'l Rogers. |
| 21, 1644. Mathew Prior. | 30, 1822. "Oliver Optic," |
| 22, 1837. John Goodman. | Wm. T. Adams |
| 23, 1816. Charlotte Cush- | 31, 1793. Sarah A. Ripley. |
| man. | |

AUGUST.

- | | |
|-----------------------------|-----------------------------|
| 1, 1843. Robert Lincoln. | 16, 1774. Pierre Meclain. |
| 2, 1778. Jos. Jno. Gurney. | 17, 1786. David Crockett. |
| 3, 1797. William Ware. | 17, 1787. Isaac Taylor. |
| 4, 1792. P. B. Shelley. | 18, 1729. James Bowdoin. |
| 5, 1809. Alfred Tennyson. | 19, 1793. "Peter Parley," |
| 6, 1775. Daniel O'Connell | Sam'l G. Goodrich. |
| 7, 1795. Francis R. Drake. | 20, 1833. Benj. Harrison. |
| 8, 1819. Charles A. Dana. | 20, 1843. Christine Nilsson |
| 9, 1593. Izaak Walton. | 21, 1820. John Tyndall. |
| 9, 1631. John Dryden. | 22, 1817. John B. Gough. |
| 10, 1740. Manenus Willet. | 23, 1785. O. H. Perry. |
| 11, 1826. Andrew J. Davis. | 24, 1759. Wm. Wilberforce |
| 12, 1613. Jeremy Taylor. | 24, 1810. Theodore Parker. |
| 12, 1774. Robert Southey. | 25, 1839. Francis B. Harte. |
| 13, 1814. Philip Phillips. | 25, 1676. Robert Walpole. |
| 14, 1823. Oliver P. Morton. | 27, 1741. Joseph Reed, "I |
| 15, 1769. Napoleon Bona- | am not worth buying." |
| parte. | |
| 15, 1771. Walter Scott. | 28, 1749. J. W. Goethe. |

AUGUST—CONCLUDED.

- | | |
|-------------------------------------|--|
| 29, 1809. Oliver Wendell
Holmes. | 31, 1844. Elizabeth S.
(Phelps) Ward. |
| 30, 1820. Geo. F. Root. | |

SEPTEMBER.

- | | |
|-------------------------------------|---|
| 1, 1705. James Gordon
Bennett. | 18, 1709. Samuel Johnson. |
| 1, 1785. Peter Cartright. | 19, 1739. Andrew Pickens. |
| 2, 1726. John Howard. | 20, 356. B. C. Alexander
the Great. |
| 3, 1801. James G. Brooks. | 20, 1833. "Nasby," D. R.
Locke. |
| 4, 520. B. C. Pindar. | |
| 4, 1824. Phebe Cary. | 20, 1828. "Old Probabili-
ties," Albert G. Myer. |
| 5, 1585. Richelieu. | 21, 1845. Aug. Wilhelming. |
| 6, 1757. Lafayette. | 22, 1828. Theo. Winthrop. |
| 7, 1533. Queen Elizabeth. | 23, 1783. Jane Taylor. |
| 8, 1474. Ariostos. | 24, 1784. Zachary Taylor. |
| 8, 1775. John Leyden. | 25, 1793. Felecia D. He-
mans. |
| 9, 1807. R. C. French. | |
| 10, 1835. Wm. T. Harris. | 25, 1848. "Danbury News
Man," J. M. Baily. |
| 11, 1700. Jas. Thompson. | |
| 12, 1818. Rich. J. Gatling. | 26, 1789. Jas. A. Hillhouse. |
| 12, 1829. Charles Dudley
Warner. | 27, 1722. Samuel Adams. |
| 13, 1813. John Cassin. | 27, 1808. Lucretia M.
Davidson. |
| 14, 1810. John Greiner. | |
| 15, 1789. Jas. Fenimore
Cooper. | 28, 1823. "Grace Green-
wood," Sarah J. Lippincott |
| 16, 1823. Francis G. Park-
man. | 29, 1758. Horatio Nelson. |
| | 29, 1839. Frances E.
Willard. |
| 17, 1721. Sam'l Hopkins. | |
| 17, 1778. Henry Broug-
ham. | 30, 106. B. C. Pompey. |
| | 30, 480. B. C. Euripides. |

OCTOBER.

- | | |
|----------------------------|----------------------------|
| 1, 1799. Rufus Choate. | 17, 1781. Richard M. |
| 2, 1780. Major Andre. | Johnson. |
| 3, 1800. Geo. Bancroft. | 18, 1831. Helen Hunt Jack- |
| 4, 1822. R. B. Hayes. | son, "H. H." |
| 5, 1703. Jonathan Ed- | 19, 1735. John Adams. |
| wards. | 19, 1784. J. H. Leigh Hunt |
| 5, 1830. Chester A. Arthur | 20, 1823. Thomas Hughes. |
| 6, 1821. J. Lind Gold- | 21, 1772. Sam'l T. Cole- |
| schmidt. | ridge. |
| 7, 1757. Rob. Dinsmore. | 21, 1845. W. M. Carleton. |
| 8, 1839. John Hay. | 22, 1794. Carlos Wilcox. |
| 9, 1782. Lewis Cass. | 23, 1773. Francis Jeffrey. |
| 9, 1830. Harriet G. Hos- | 24, 1796. Aug. von Platen. |
| mer. | 25, 1800. T. B. Macaulay. |
| 10, 1738. Benjamin West. | 26, 1791. Charles Sprague. |
| 10, 1802. Geo. P. Morris. | 27, 1802. A. T. Stewart. |
| 10, 1802. Hugh Miller. | 27, 1807. Benj. F. Wade. |
| 11, 1809. O. S. Fowler. | 28, 1497. Erasmus. |
| 12, 1775. Lyman Beecher. | 28, 1842. Anna E. Dicken- |
| 13, 1810. Alpheus Crosby. | son. |
| 14, 1644. Wm. Penn. | 29, 1796. John Keats. |
| 15, 70. B. C. Virgil. | 30, 1824. John Rogers. |
| 15, 1686. Allen Ramsay. | 30, 1825. Adelaide A. |
| 16, 1758. Noah Webster. | Proctor. |
| | 31, 1826. J. R. Hawley. |

NOVEMBER.

- | | |
|----------------------------|---------------------------|
| 1, 1619. Sir Mathew Hale. | 4, 1771. Jas. Montgomery. |
| 1, 1755. Marie Antoinette. | 5, 1818. Benj. F. Butler. |
| 1, 1795. James K. Polk. | 6, 1638. James Gregory. |
| 2, 1773. Stephen Grellet. | 7, 1687. Wm. Stukeley. |
| 3, 1794. Wm. Cullen | 8, 1831, "Owen Meredith," |
| Bryant. | Ed. R. Bulwer-Lytton. |

NOVEMBER—CONCLUDED.

- | | |
|-----------------------------|-----------------------------|
| 9, 1802. Elijah P. Lovejoy | 21, 1768. Schluermacher. |
| 10, 1483. Martin Luther. | 22, 1733. Philip Schuyler. |
| 10, 1728. Oliver Goldsmith. | 22, 1820. George Eliot. |
| 11, 1837. T. B. Aldrich. | 23, 1804. Franklin Pierce. |
| 12, 1615. Richard Baxter. | 24, 1805. Grace Darling. |
| 13, 1761. Sir John Moore. | 25, 1807. Joseph Ray. |
| 14, 1803. Jacob Abbott. | 26, 1731. J. Wm. Cowper. |
| 14, 1822. Anson Burlin- | 27, 1771. Daniel Wheeler. |
| game. | 28, 1759. Wm. Blake. |
| 15, 1708. William Pitt. | 29, 1799. A. Bronson Alcott |
| 15, 1738. Wm. Herschel. | 29, 1832. Louisa M. Alcott. |
| 16, 1811. John Bright. | 29, 1811. Wendell Phillips. |
| 17, 1736. David Kinnison. | 30, 1667. Jonathan Swift. |
| 18, 1810. Asa Gray. | 30, 1835. "Mark Twain," |
| 19, 1831. Jas. A. Garfield, | L. L. Clemens. |
| 20, 1752. Thos. Chatterson. | 30, 1819. Cyrus W. Field. |

DECEMBER.

- | | |
|---------------------------|----------------------------|
| 1, 1798. Albert Barnes. | 8, 1765. Eli Whitney. |
| 2, 1825. Pedro II. | 8, 1811. Elihu Burritt. |
| 3, 1826. Geo. B. Mc | 9, 1594. Gustavus |
| Clellan. | Adolphus. |
| 4, 1795. Thomas Carlyle. | 9, 1608. John Milton. |
| 5, 1782. Martin Van Buren | 10, 1837. Ed. Eggleston. |
| 6, 1786. Caroline B. | 11, 1781. David Brewster. |
| Southey. | 12, 1745. John Jay. |
| 7, 1784. Allan Cunning- | 12, 1804. Wm. Lloyd |
| ham. | Garrison |
| 8, 65 B. C. Horace. | 12, 1835. Phillips Brooks. |
| 8, 1542. Mary, Queen of | 13, 1815. A. P. Stanley. |
| Scots. | 14, 1811. Noah Porter. |

DECEMBER—CONCLUDED.

15, 1788. Mary May.	24, 1822. Mathew Arnold.
16, 1714. Geo. Whitefield.	25, 2625. Isaac Newton.
17, 1807. John G. Whittier.	26, 1716. Thomas Gray.
18, 1708. Charles Wesley.	26, 1780. Mary Somerville.
18, 1802. Geo. D. Prentice.	27, 1809. Oliver Johnson.
19, 1814. Ed. M. Stanton.	28, 1789. Cath. Sedgwick.
20, 1740. Arthur Lee.	29, 1808. Andrew Johnson.
21, 1639. Jean Racine.	29, 1809. Wm. E. Glad-
22, 1829. Laura Bridgman.	stone.
23, 1648. Robert Barclay.	30, 1815. Geo. G. Meade.
24, 1809. "Kit Carson,"	31, 1817. Jas. T. Fields.
C. Carson.	31, 1818. Alexander II.

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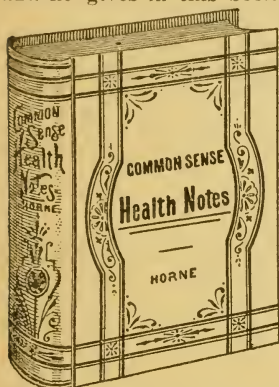
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